



**THE EFFECTS OF COLLABORATIVE CLILTEACHING
BETWEEN AN ESP TEACHER AND PR
PROFESSIONALS ON THE IMPROVEMENT OF
STUDENTS' CONTENT KNOWLEDGE, SPECIALISED
LANGUAGE, AND AWARENESS OF PROFESSIONAL
CULTURE**

BY

JENJIRA JITPAIBOON

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY PROGRAM IN ENGLISH LANGUAGE STUDIES
DEPARTMENT OF ENGLISH AND LINGUISTICS
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ENTITLED

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AWARENESS OF PROFESSIONAL CULTURE

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Dissertation Title	THE EFFECTS OF COLLABORATIVE CLILTEACHING BETWEEN AN ESP TEACHER AND PR PROFESSIONALS ON THE IMPROVEMENT OF STUDENTS' CONTENT KNOWLEDGE, SPECIALIZED LANGUAGE, AND AWARENESS OF PROFESSIONAL CULTURE
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ABSTRACT

Despite the growing interest in the implementation of CLIL in various educational contexts, the majority of research has focused on the collaboration between language teachers and content teachers, and very little attention has been given to the PR ESP sector. Therefore, the present study aims to explore the effectiveness of a collaborative CLIL partnership between an ESP teacher and industry specialists outside of the classroom in an English for PR elective course at a public university in Thailand.

To achieve this goal, a panel of subject matter experts in PR and related industries was involved in the design and development of the course. One PR expert also attended a class and shared with students her practical experience. The effectiveness of the collaborative CLIL teaching was then evaluated using pre- and post-testing of the students. In addition, the learning development of the students was observed and documented through learning logs. At the conclusion of the course, semi-structured interviews and student opinion evaluation questionnaire were conducted to gather feedback from the students.

The findings of the study indicate that the collaborative CLIL teaching had positive outcomes for the students' PR content knowledge, specialized language, awareness of professional culture and motivation, as well as an increased sense of authenticity in the ESP classroom. The majority of students also expressed positive opinions about the course, with high marks given to the lesson plans, teaching methods and activities, evaluation, and special guest speaker. Most importantly, it was proven that the students' self-efficacy grew as a result of the collaborative CLIL teaching, thus filling a pedagogical PR research need and closing the gap between theory and practice.

Given these results, it can be concluded that the collaborative CLIL partnership between an ESP teacher and industry specialists outside of the classroom can contribute to promoting self-efficacy of L2 students in the PR field. However, it is important to note that such integration should be conducted with careful planning to gain the greatest possible advantages. This study provides a valuable contribution to the growing body of research on CLIL and suggests that further exploration of the potential benefits of collaborative CLIL partnerships in ESP contexts is warranted.

Keywords: Public Relations and Communication Industry, Media, CLIL in ESP Context, Public Relations Research, Collaborative Teaching, Thailand

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CHAPTER 1

INTRODUCTION

This chapter provides an overview of a study that was carried out in Thailand. To expose students to real content and language from the target culture, it intends to create a collaborative CLIL teaching between an ESP teacher and PR professionals in an English for PR elective course being provided to students in Bangkok, Thailand. In this study, the improvement of students' 4Cs—content knowledge, specialized language, cognition development, and awareness of professional culture—as well as the students' opinions of the course and their own self-efficacy—were the main areas of investigation. As a result, the chapter provides an overview of the background of the study, rationale, statement of the problem, research objectives, research questions, scope of the study, significance of the study, and definitions of key terms.

1.1 Background of the study

The Content and Language Integrated Learning (CLIL) strategy was originally developed in 1994 by leading European university scientists, including David Marsh, Do Coyle, Oliver Meyer, Victor Pavon, and others (Coyle, Hood, & Marsh, 2010). CLIL is a dual-focused educational approach that uses an additional language to teach both content and language simultaneously. In this approach, there is an interweaving of content and language in the teaching and learning process, with a focus not only on content but also on language. Although CLIL is not fundamentally different from other similar methods such as English as Medium of Instruction (EMI) and English for Special Purposes (ESP), the difference can be seen clearly in practice where professionally-oriented content in a special discipline and the language component are correlated, and special attention is paid to both sides (Smit & Dafouz, 2012).

Flexibility is one of the hallmarks of a CLIL method, and the ratio of content to language should be determined by the nature of the content and the level of students' English competence (Morikoshi, Tanaka, & Yoshida, 2018). When creating a

CLIL course, factors including the students' ages, their linguistic and social environments, and their level of familiarity with the subject matter in a foreign language should be taken into account (Peterson, 2019). Additionally, in order for CLIL to be effective, both content and language teachers must work together. Depending on the scale that must be planned during the course development time, either one teacher or both teachers can lead the course (Coyle, Hood, & Marsh, 2010).

Despite the variety of CLIL models that have been developed, each CLIL course should be firmly grounded in the 4Cs, which stand for content, communication, cognition, and culture, in order to achieve the best results (Buphate, Inta & Esteban, 2018). The first C, content, refers to the subject matter being taught. The focus should not only be on language, but also on the subject matter being taught. This means that the language component should be integrated with the content component, and that both should be given equal attention (Coyle, Hood, & Marsh, 2010; Buphate, Inta & Esteban, 2018). The second C, communication, refers to the use of language as a tool for communication, which includes both receptive (reading and listening) and productive (speaking and writing) skills. In a CLIL course, language is not just a subject to be learned in isolation, but a tool to communicate content (Marsh, 2002; Coyle, Hood, & Marsh, 2010). The third C, cognition, refers to the mental processes involved in learning, including thinking, problem-solving, and critical thinking skills. In a CLIL course, students are encouraged to use higher-order thinking skills to analyze and synthesize the content they are learning (Dalton-Puffer, Nikula, & Smit, 2010). The fourth C, culture, refers to the cultural aspects of the language being taught, including the customs, beliefs, and values of the speakers of the language (Coyle, 2007). In a CLIL course, students are exposed to the culture of the language being taught, as well as the culture of the subject matter being taught (Coyle, Hood, & Marsh, 2010).

CLIL benefits a variety of stakeholders, including students, teachers, and schools, according to Dale and Tanner (2012). For example, students in CLIL courses develop multiple intelligences and become motivated as they simultaneously learn various skills and are exposed to various cultures. Additionally, it encourages the professional growth of content and language teachers while also raising the institution's profile on a global scale. CLIL has been shown to improve students' language proficiency in the target language and their subject knowledge, as well as their

motivation and engagement in learning (Marsh, 2002; Coyle, Hood, & Marsh, 2010). Moreover, CLIL has a positive impact on students' intercultural communicative competence (ICC) and promotes the development of plurilingual and pluricultural identities (Cenoz & Gorter, 2015). In addition, CLIL provides opportunities for content teachers and language teachers to collaborate and learn from each other, which can lead to professional growth and development (Dalton-Puffer, Nikula, & Smit, 2010). Furthermore, CLIL can enhance the institution's profile on a global scale by attracting international students and promoting internationalization efforts (Holliday, 2005). In conclusion, CLIL is a powerful educational approach that has been shown to benefit students, teachers, and schools in a variety of ways. By grounding each CLIL course in the 4Cs, students can develop language proficiency and subject knowledge, as well as critical thinking and intercultural communicative competence. In addition, CLIL can encourage collaboration between content and language teachers and promote professional growth, while also raising the institution's profile on a global scale.

CLIL has gained traction in Thailand in response to economic, social, and globalization factors that have shaped educational practices. In particular, the English language has been a focus of education policy in Thailand, with instruction in English beginning in pre-primary school and continuing through secondary education. The Basic Education Core Curriculum of Thailand promotes student-centered learning and emphasizes the development of core competencies across all subjects (Ministry of Education Thailand, 2008). This approach aims to equip students with skills and knowledge that will be useful beyond the classroom and help them to be successful in a rapidly changing world. At the higher education level, universities in Thailand have also recognized the importance of language proficiency and professional knowledge for success in the global job market. As a result, they are working to provide their students with opportunities to develop their language skills and acquire professional expertise in a variety of fields (Yang, 2021). To sum up, CLIL has been embraced in Thailand as a means of promoting student-centered learning, developing core competencies, and preparing students for success in an increasingly interconnected world.

King Mongkut's Institute of Technology Ladkrabang (KMUTL) is an educational institute in Thailand that offers two types of English courses: core courses and elective courses. The English for Public Relations (PR) elective course chosen for

the case study in this research is one of the English for Specific Purposes (ESP) courses under a program called General Education (GenEd). This course is open to first- to fourth-year students from faculties adopting the 2016 and 2021 curriculum, which means that students from several faculties may enroll in the English for PR elective course.

ESP refers to language teaching that is designed to meet the specific needs of learners who require English for their profession or academic studies (Robinson, 1991). The PR sector is an area of specialization within ESP that focuses on teaching language skills and communication strategies relevant to the field of PR.

Despite the potential benefits of CLIL and the relevance of ESP in the PR sector, there is still relatively little research on the implementation of CLIL in ESP courses in this particular field. This is why the case study was chosen to investigate the effectiveness of CLIL in a class of ESP in the PR sector. Most of the existing research on CLIL in the PR area has been conducted in content subject courses rather than ESP courses, meaning that the focus has been on teaching PR-related content in a second language, rather than teaching language skills and communication strategies specific to the PR field. Furthermore, much of the research on CLIL has focused on the outcomes of collaboration between language and content teachers, rather than on collaboration with domain experts outside of the classroom. This means that there is limited research on how CLIL can be effectively integrated into ESP courses in collaboration with professionals in the PR sector, which is a key area of interest for the case study.

The researcher spent ten years working in the media and PR sector prior to becoming an English language teacher. She used her personal experiences in the design of the courses, course materials, and activities, which were all project-based. According to the students' performance, the outcome appeared to be satisfactory in some semesters. Nevertheless, in some semesters, there were some students who, at the conclusion of the course, still did not comprehend what PR was and even did not know the difference between the jobs of PR practitioners and receptionists.

Furthermore, there is just one commercial textbook of English for PR that was created and released in 2011 as of the time this research paper was being written. The researcher used this book for one semester but discovered that the majority of the content and specialized language didn't seem to cover many recently emerging PR-

related disciplines, newly invented specialized terms, and specialized grammar structures like content creation and Key Opinion Leader (KOL). ESP always demands genuine materials (Trisyanti, 2009). This core idea is also utilized in CLIL courses, and one of its distinguishing features is the use of authentic information and materials from actual contexts (Mehisto et al., 2008). Since both fields place a strong focus on authenticity, this commercial textbook does not reflect it.

In summary, CLIL is an educational approach that teaches both content and language simultaneously through the use of an additional language. Despite challenges, CLIL has been proven to be beneficial for students, teachers, and educational institutions. In Thailand, CLIL has been adopted in response to economic, social, and global influences on education. Nevertheless, limited research exists on how CLIL can be integrated into ESP courses in the PR sector, in collaboration with the domain experts, making it a significant area of interest for this case study.

1.2 Rationale

The English for PR elective course has been implemented at KMITL for several years, but it has never been exposed to CLIL teaching. However, the course teacher has extensive experience working in PR and related fields. Thus, creating a collaborative CLIL teaching course appeared to be a promising way to enhance the students' learning experience. In order to achieve this, a study was conducted to create a collaboration between an ESP teacher and a group of domain experts outside of the educational setting. The aim was to increase students' exposure to authentic content and language in the target culture, as opposed to working with content subject teachers, which predominated the CLIL research. The study highlights the potential benefits of collaborative CLIL teaching in ESP courses, particularly in the PR field. By creating a collaboration between an ESP teacher and domain experts outside of the educational setting, students can be exposed to authentic content and language in the target culture, which can enhance their language skills, content knowledge, and cognition as well as, their awareness of professional culture and self-efficacy.

Benefits of this collaborative CLIL teaching contributed to both research and teaching pedagogy. This study filled a research need because previous studies had

focused mostly on the collaboration between language and content teachers (Pavon Vázquez, 2014; Méndez Garca & Pavón Vázquez, 2012). In addition, the course materials created with the help of PR professionals met the demand for authentic content and language, as the sole commercial textbook that was published in 2011 was unable to adequately fulfill this need. Another challenge faced by many researchers of authenticity in the teaching process is to find the appropriate and most relevant means of authenticity introduction (Lavrysh, Saienko, & Kyrychok, 2021). Having a group of domain experts involved in the course development process helped to bridge the gap and create a connection between the classroom and the real world, encouraging both experiential and active learning as well as raising awareness and understanding of other cultures and values (Morikoshi, Tanaka, & Yoshida, 2018; Yang, 2021).

In addition to collaborating with PR professionals, this collaborative CLIL teaching approach involved the use of corpus-based information and specialist terminology. The incorporation of corpora data enhances the authenticity of course materials, as it allows for the examination of language usage in real-world contexts (Lin, 2016). Although Corpus Linguistics is a common tool in ESP settings, its use in CLIL contexts is less prevalent. To make this study even more beneficial, the involvement of industry domain experts further enhances the level of authenticity. The validation of corpus-based information and specialist terminology by industry experts ensures that the materials accurately reflect the language and terminology used in the relevant field. This not only enhances the credibility of the course materials but also prepares students for real-world situations by exposing them to authentic language and terminology. In summary, the use of Corpus Linguistics, in collaboration with industry experts, can greatly enhance the authenticity and effectiveness of CLIL teaching materials.

Furthermore, in this study, the cognition aspect of CLIL's 4Cs focuses on the learning and thinking development, as recommended by Coyle, Hood, and Marsh (2010). This includes students' academic behaviors, such as how engaged they were and the amount of effort they put into understanding, learning, and mastering the lesson. The study also emphasizes the development of both lower and higher-order thinking skills (LOTS and HOTS), as advocated by Pinner (2013). Pinner suggests that a CLIL approach that combines authentic materials and higher-order thinking skills can

increase exposure to authentic content and improve motivation to learn. Effective CLIL instruction should encourage students to reflect, review, and use higher-order thinking skills, as emphasized by Coyle (2005). By incorporating these approaches into this study, positive outcomes in terms of student engagement, learning, and thinking skills can be expected.

This study also takes a broader view of the "culture" element in CLIL by considering not only intercultural and global citizenship aspects as coined by Coyle, Hood, and Marsh (2010) but also the organizational culture within in-house and PR agency settings, as well as the ethics of the PR and journalistic fields. This expanded perspective recognizes that effective communication in the PR field is not only about language and intercultural competence but also requires an understanding of the organizational culture and ethical standards that govern the industry. By incorporating these additional cultural elements into the collaborative CLIL teaching, students can develop a more comprehensive understanding of the field and be better equipped to navigate the complexities of the PR profession.

Apart from that, as revealed in needs analysis (NA)'s results in the current study, students in elective courses can have wide ranges of background and needs. The fact that CLIL's one of characteristics is flexibility (Morikoshi, Tanaka, & Yoshida, 2018) is beneficial in developing and adjusting the course to meet the diverse needs of students in this elective course.

Moreover, the findings in NA also showed that students lacked self-efficacy in their ability to use the English language. Since CLIL is a proven method for boosting students' self-efficacy, it can be useful in resolving this problem. In CLIL environments, students have less worry over the foreign language component, which encourages them to apply linguistic knowledge freely and raises their self-efficacy (Dalton-Puffer, 2007; Ohlberger & Wegner, 2019; Girmay, 2019).

Furthermore, CLIL's 4Cs: Content, Communication, Culture, and Cognition, appear to align with the Basic Education Core Curriculum of Thailand's common learning goals: communication ability, thinking ability, problem solving ability, the ability to use life skills, and the ability to apply technology (Ministry of Education Thailand, 2008). Therefore, it seems to be reassuring approach that can enhance graduates' competitiveness in the job market (Yang, 2021).

Importantly, ESP teachers all over the world are now adopting CLIL due to the strong requests for collaboration between pedagogical CLIL and ESP approaches (e.g., Alhasani, 2017; Leshchenko, Lavrysh, & Halatsyn, 2018; Woniak, 2017; Ruiz-Garrido & Fortanet Gómez, 2009; Wahyuningsih, Widiati & Anugerahwati, 2016). In a variety of circumstances, it has shown beneficial in ESP classes (see, for instance, Wahyuningsih, Widiati & Anugerahwati, 2016; Tzoannopoulou, 2015; Al Amrani, 2019; Phoodokmai, 2011; Chansri, 2015).

In light of the current study, it is important to acknowledge that Thailand faced a coronavirus outbreak, resulting in all courses at KMITL being delivered online from the 2019–2021 academic year. Online learning has offered numerous benefits, such as flexibility, accessibility, and the potential for individualized learning experiences (Imsa-ard, 2020; Loi et al., 2023). The COVID-19 pandemic has underscored the crucial role of technology in education, as it has allowed learning to continue without exposing students and teachers to the risk of virus transmission (Kawinkoonlasate, 2020). Nonetheless, online learning is not without its challenges, including technical problems, diminished interaction with teachers and peers, suboptimal learning conditions at home, lack of discipline (Loi et al., 2023), inadequate teacher feedback, and distractions from social media (Sukman & Mhunkongdee, 2021). Imsa-ard's (2020) study revealed that most students believed forced online learning did not enhance the quality of learning and encountered technical and communication issues. Furthermore, students reported being easily distracted and demotivated during online learning. They also expressed a strong preference for face-to-face classrooms and an unwillingness to learn online in the future. To address these concerns, several pedagogical implications have been derived from these studies. These include ensuring sufficient access to internet and technological resources, monitoring students' comprehension through quizzes, and designing engaging online lessons that cater to students' needs and interests (Sukman & Mhunkongdee, 2021). CLIL has proven effective in improving students' language proficiency in the target language, their subject knowledge, and their motivation and engagement in learning (Marsh, 2002; Coyle, Hood, & Marsh, 2010). Implementing a CLIL approach that combines authentic materials and higher-order thinking skills can significantly increase exposure to authentic content and boost motivation to learn (Pinner, 2013). By utilizing

collaborative CLIL teaching strategies, online learning can become a more effective and enjoyable experience for students during the pandemic, ultimately overcoming the challenges and enhancing the overall learning experience.

However, CLIL has also been exposed of its challenges (see for example Tachaiyaphum & Sukying, 2017; Godzhaeva et al., 2019; Inozemtseva & Troufanova, 2018; Suwannoppharat & Chinokul, 2015; Vázquez, 2014). Vázquez (2014) discusses the importance of finding qualified teachers for CLIL programs, as they must possess knowledge of the content area, language proficiency, and appropriate teaching strategies. That being said, there is no fixed model for selecting content teachers, as it depends on the context and available human resources. CLIL programs may choose to use foreign language teachers with knowledge of the discipline, or experts in the content area with language proficiency. The selection of teachers is a crucial decision that ultimately determines the success of the CLIL program.

To conclude, collaborative CLIL teaching was found promising to be implemented in the English for PR elective course. By collaborating with PR professionals in developing the CLIL course, it was anticipated that students would significantly improve their 4Cs skills, motivation, and self-efficacy, particularly in the context of online classes during the coronavirus pandemic. Besides, authenticity was fully promoted. Moreover, the model increased more research in pedagogical aspects in PR industry, highlighted the collaboration between language teacher and domain experts, and closed the gap between theory and practice. The results of this study have thereby benefited a wide range of important stakeholders, including students, teachers, institutions, the PR sector, and researchers at the institutional, national, and international levels. Nevertheless, the great amount of coordination and effort was required, but the benefits were worth the effort.

Although the results of this study might not be applicable to everyone as it is exclusive to this particular field of study, it can be used as a model for other teachers and researchers who might work in related environments, and it can be modified to fully advance the objectives of their research in their own unique ESP and CLIL contexts.

1.3 Statement of the problem

Higher education providers aim to equip their students with the necessary knowledge and language proficiency to succeed in the global job market (Yang, 2021). On the contrary, classrooms in higher education remain somewhat disconnected from the outside world, with course materials, activities, and evaluation techniques often geared toward exam success, rather than the effective development of job-related skills (Lavrysh, Saienko, & Kyrychok, 2021).

In particular, research on CLIL in the field of ESP in the area of PR is limited. Most CLIL research in the PR area has been conducted on content subject courses, rather than ESP courses. Furthermore, the bulk of CLIL research has focused on the outcomes of collaboration between language and content teachers, with little attention paid to collaboration with domain experts outside of the classroom. This lack of research could mean that students entering a particular employment domain may not possess all the necessary skills and abilities.

Additionally, there is currently only one commercial English for PR textbook available, which was released in 2011. Furthermore, the elective course in English for PR has been heavily influenced by an ESP teacher's prior work in PR and related fields. This means that the emphasis on authenticity in both ESP and CLIL may not be accurately reflected by this commercial textbook and the teacher's personal experience.

While online learning has its advantages, it can pose a threat to students' learning, motivation, and engagement, particularly in light of the sudden switch to online classes during the coronavirus pandemic (Imsa-ard, 2020). However, research has demonstrated that CLIL can be a highly effective approach for enhancing students' language proficiency, subject knowledge, motivation, and engagement in learning (Marsh, 2002; Coyle, Hood, & Marsh, 2010). By adopting collaborative CLIL teaching strategies, online learning can be transformed into a more effective and enjoyable experience for students during the pandemic, ultimately overcoming challenges and enhancing the overall learning experience.

Most importantly, it is important for teachers to ensure that their teaching materials and approaches are relevant and appropriate to the needs of their students in order to achieve the desired learning outcomes. By conducting further research on the integration of CLIL in ESP courses, and collaborating with domain experts outside of the classroom, teachers can better equip their students with the skills and knowledge needed to succeed in the workforce. Additionally, it is essential to continually update teaching materials to ensure they reflect current industry practices and maintain an emphasis on authenticity.

1.4 Objectives

- a. To investigate the effects of collaborative CLIL teaching between an ESP teacher and PR professionals on the improvement of students' content knowledge, specialized language, and awareness of professional culture
- b. To investigate students' learning development in the collaborative CLIL teaching?
- c. To explore the opinions of students toward the collaborative CLIL teaching
- d. To explore the opinions of students toward the collaborative CLIL teaching on the effect of self-efficacy

1.5 Research questions

- a. To what extent does collaborative CLIL teaching between an ESP teacher and PR professionals improve students' content knowledge, specialized language, and awareness of professional culture?
- b. How do students develop their learning in the collaborative CLIL teaching?
- c. What are the opinions of students toward the collaborative CLIL teaching?
- d. What are the opinions of students toward the collaborative CLIL teaching on the effect of self-efficacy?

1.6 Scope of the study

This study aimed to investigate the potential effects of collaborative CLIL teaching between an ESP teachers and PR professionals on the improvement of students' 4Cs skills, namely, content knowledge, specialized language, cognition development, and awareness of professional culture, as well as their self-efficacy and overall opinions with the course. The study was conducted at KMITL, Bangkok, and included first through fourth-year students who were enrolled in the English for PR elective course during the second semester of the academic year 2021.

The course was offered under the supervision of the GenEd program and was based on the 2016 and 2021 curricula. The ESP teacher had ten years of professional expertise in the field, and a group of PR professionals from various PR professions and allied disciplines were asked to voluntarily participate in the study.

As a result of the COVID-19 pandemic, all courses at KMITL, including the English for PR elective course, were implemented online. While the online format provided some advantages, it also presented some challenges for both the teachers and the students. Therefore, the research's findings should be considered in the context of the online learning environment.

It is worth noting that this research is limited to this study's unique context of the specific circumstances, and the results may not be generalizable to other ESP or other pedagogic settings. While the pre-posttests of the students were statistically examined, the absence of a control group may raise questions about the reliability of the study's findings. Nevertheless, the approach and strategies used in this study can serve as a useful guideline for other teachers and researchers to adapt to their specific contexts.

1.7 Significance of the study

This study investigates the impact of collaborative CLIL teaching between an ESP teacher and PR professionals on enhancing students' 4Cs skills, which include content knowledge, specialized language, cognition development, and awareness of professional culture. In addition, this study also seeks to explore students' opinions

toward the course and their self-efficacy. If the findings demonstrate positive results, it can benefit a wide range of stakeholders.

The results of this study are crucial, as they indicate a considerable improvement in students' 4Cs skills and self-efficacy. By involving PR professionals in the classroom, students are exposed to the most relevant and updated information in their field, enhancing their professional growth. Collaborative CLIL teaching creates an engaging and dynamic learning environment, which boosts students' motivation and empowers them to take an active role in their learning. This experience translates to a more realistic learning experience that enhances their employability in the global job market.

This model of collaborative CLIL teaching also promotes the professional development of both ESP teachers and PR professionals. The collaboration allows domain specialists to provide ESP teachers with up-to-date materials directly related to their subject, and PR professionals can acknowledge their competencies and hone their skills by gaining additional knowledge. Furthermore, it broadens their perspectives, which is beneficial for their professional growth.

In addition, the institution will benefit significantly from the successful implementation of this model, as it enhances students' content understanding, proficiency in specialized language, and awareness of professional culture. As a result, the university's reputation will grow as it continues to produce highly skilled graduates. Moreover, working with subject matter experts strengthens the university's network for future collaborations, which is highly advantageous.

Another notable advantage of this model is that it involved collaboration with PR professionals from various fields in the course's design. This collaboration ensures that students are well-equipped with real-world PR knowledge content, specialized PR terminology, and workplace culture and procedures. Therefore, it can be seen as beneficial for the PR sector as a whole.

Finally, the model proposed in this study can be used as a reference for other teachers and researchers to meet their needs in their unique circumstances. Therefore, this study can contribute to the wider educational community, improving the quality of education and enhancing the employability of graduates.

1.8 Definitions of terms

The significant terminologies employed in this study are differently defined by many researchers in the fields. Thus, the following section explains how the specific terms will be used in this study.

English for Specific Purposes (ESP) refers to knowledge of specialized language for a specific occupation or subject based on learners' demands for specific purposes (Jendrych, 2013; Gai, 2018) which can be mainly divided into English for Academic Purposes (EAP) and English for Occupation Purposes (EOP) (Knight et al, 2010). In this study, ESP refers to EOP as English for PR course is selected as the context of the study.

Content and Language Integrated Learning (CLIL) refers to the teaching approach in which English language is used as a medium of instruction for a non-language subject, where both language and subject have a joint role with the emphasis on the 4Cs framework including Content (subject matter), Communication (language learning and using), Cognition (learning and thinking process) and Culture (intercultural understanding and global citizenship) (Coyle, Hood, & Marsh, 2010). In this particular context of study, 'content' refers to the body of knowledge surrounded PR, while 'communication' refers to specialized language often used in PR industry and related fields, and 'culture' takes a broader view of the "culture" element in CLIL by considering not only intercultural and global citizenship aspects as coined by Coyle, Hood, and Marsh (2010) but also the organizational culture within in-house and PR agency settings, as well as the ethics of the PR and journalistic fields.

Cognition refers to students' academic behaviors such as how they engaged and how much effort made by the students in the English for PR elective course to understand, learn, and master during the lesson. The analysis in this particular context also includes six levels of cognitive skills (remembering, understanding, applying, analyzing, evaluating, and creating) of revised Bloom's Taxonomy (Anderson & Krathwohl, 2001).

Collaborative CLIL teaching involves the cooperation between language teachers and professionals from the PR industry and other relevant fields in creating an English for PR elective course at KMITL. This collaboration begins during the course

design and development phase and continues until the course is finished. The class was mainly led by ESP teacher. And as part of this collaboration, a guest speaker was also invited to one class to provide in-depth real-world experiences, increase motivation and engagement, and bridge the gap between theory and practice.

Needs Analysis refers to a process to discover what specified language and skills the learners will need in order to determine, refine the content and the method of the ESP course (Basturkmen, 2010, p.17) and maximize the effectiveness of the teaching process (Donesch-Jezo, 2012). In this present study, needs analysis was mainly elicited from students to understand their background and nature.

Students refer to the 1st-4th -year students from any faculties at King Mongkut's Institute of Technology Ladkrabang (KMITL), Bangkok, who were interested in this course and were taking the English for PR elective course during the 2nd semester of academic year 2021.

Public relations (PR) in this study refers to “a distinctive management function which helps establish and maintain mutual lines of communication, understanding, acceptance and cooperation between an organization and its publics; involves the management of problems or issues; helps management to keep informed on and responsible to public opinion; defines and emphasizes the responsibility of management to serve the public interest; helps management keep abreast of and effectively utilize change, serving as an early warning system to help anticipate trends; and uses research and ethical communication techniques as its principal tools” (Harlow, 1976, p.36).

ESP teacher in this study refers to a teacher of English for PR course at KMITL. She has been working as an English teacher for five years at the faculty of Liberal Arts and has experience working in PR and related fields for ten years prior to teaching role.

PR professionals in this study refer to the domain experts in PR industry and related fields such as media relations, KOLs, content creation, crisis management, and journalism who will be participating in this study during the 2nd semester of academic year 2021.

Self-efficacy in this study refers to students' opinions toward their own academic ability to accomplish certain tasks in the classroom of English for PR which may have impact on their motivation, performance accomplishments.



CHAPTER 2

REVIEW OF LITERATURE

As discussed in Chapter 1, this current study aims to investigate the effects of collaborative CLIL teaching between an ESP teacher and PR professionals on the improvement of students' 4Cs, namely, content knowledge, specialized language, cognition development, and awareness of professional culture as well as the students' opinions toward the course and their own self-efficacy.

The main topics which were reviewed in this chapter mainly covered the two main teaching principles: English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL). The thorough study of these approaches was useful for the whole process, especially in the course design stage.

During needs analysis, students' answers clearly demonstrated a lack of self-efficacy in using English language. Because of this, the existing theories related to self-efficacy were also reviewed in this chapter in order to better understand the students' difficulty. Information reviewed here can be helpful in analyzing the improvement of the students' self-efficacy.

The last section of this chapter is dedicated to the previous studies covering a wide range of topics related to the development of collaborative CLIL teaching between the ESP teachers and PR professionals, namely, CLIL and ESP, CLIL and PR field, collaboration with industry experts, CLIL and cognitive development, CLIL and students' self-efficacy, classroom applications of corpus linguistics, corpus linguistics in PR and related domains, and advantages and drawbacks of online learning. This part helps broaden the researcher's worldview of past and present situations pertaining to the present study.

2.1 English for Specific Purposes (ESP)

Since the 1960s, ESP has a lengthy history in the field of English Language Teaching (ELT) (Tzoannopoulou, 2015; Alhasani, 2017). Early on, the primary driving force for the teaching of ESP was the necessity for cross-language communication in

fields like technology and business (Paltridge & Starfield, 2014). As Tzoannopoulou (2015) also observes, ESP develops in response to adult learners' need for communication in particular professional settings in non-English-speaking nations (Tzoannopoulou, 2015). ESP can therefore be inferred to be a subset of English for Foreign Language (Ibrahim, 2010).

English for Special Purposes is another name for ESP because it calls for a certain level of linguistic proficiency (Ibrahim, 2010). It generally consists of academic and professional discourse that learners find unfamiliar, necessitating specialized instruction (Trisyanti, 2009).

2.1.1 Definition of ESP

The definition of English for Specific Purposes (ESP) has been the subject of much debate among scholars, despite the concept's lengthy history and several attempts to define it. The term is often misunderstood and viewed differently by different scholars (Fălăuș, 2017; Gai, 2018). Furthermore, given the various objectives of ESP, a single model may not be appropriate in all circumstances (Robinson, 1991). As a result, it is impossible to create an internationally applicable definition of ESP due to these diverse perspectives (Robinson, 1991), with some academics arguing that learning English for any purpose is ESP (Ibrahim, 2010).

Despite these challenges, scholars have attempted to define the term "ESP" in various ways. For example, Hutchinson and Waters (1987) describe ESP as an approach to language acquisition based on the learners' needs. Orr (1998), on the other hand, views ESP as a research and instruction program designed to prepare working people and students alike for the specialized English they will need in their chosen fields or professions. Wilkinson (2008) believes that ESP is a language-training process, while Paltridge and Starfield (2014) define ESP as the teaching and learning of English as a second or foreign language for use in a specific domain. According to Gai (2018), ESP is the idea of a language based on the learners' needs for specific objectives related to an academic subject or occupation.

Despite these differences in definition, Ibrahim (2010) notes that most ESP definitions share three common themes: the nature of the language to be taught and utilized, the learners, and the circumstances in which the other two themes

would occur. Ibrahim argues that teaching a specialized discourse or specific English to adult learners for application in a specific setting for a practical purpose, such as in the medical field, science, engineering, or business, for example, strongly connects these three aspects.

In conclusion, while the definition of ESP remains the subject of ongoing debate, it is clear that the concept is based on the learners' needs for their own specific purposes, and that it encompasses a wide range of fields and objectives. Despite the challenges in defining ESP, it remains an important area of study and teaching in higher education institutions around the world.

2.1.2 Characteristics of ESP Course

ESP Absolute and Variable Characteristics by Dudley-Evans and St. Johns (1998, pp. 4-5) have frequently been cited among all characteristics in many books and research articles (e.g., Anthony, 1997; Trisyanti, 2009; Ibrahim, 2010; Basturkmen, 2010; Granados Beltrán, 2011; Donesch-Jezo, 2012; Alhasani, 2017; Fălăuș, 2017)

2.1.2.1 Absolute characteristics

- ESP was created to address certain needs of the students.
- ESP utilizes the practices and underlying methodology of the discipline it supports.
- The language (grammar, lexis, register), abilities, discourse, and genres relevant to these activities are at the heart of ESP.

2.1.2.2 Variable characteristics

- ESP might be connected to or created for specific disciplines.
- ESP may employ a different methodology from that of general English in some instructional situations.
- ESP is likely to be created for adult learners, either in a professional job setting or at a higher education institution.
- ESP is often meant for intermediate or advanced students, but it could be used for learners at the secondary school

level. Although most ESP courses presume a prior understanding of the linguistic structure, it can be used to beginners (Dudley-Evans and St John, 1998, pp. 4-5).

Absolute and variable characteristics are the two main categories that Dudley-Evans and St. Johns (1998) divide ESP features into. Absolute characteristics must be covered in every ESP training since they are unchangeable. Learner's individual demands are listed first among the three absolute characteristics, highlighting their importance in the creation of ESP courses. The majority of academics appear to agree on this element as well (Hutchinson & Waters, 1987; Ibrahim, 2010; Adriyati, 2010; Basturkmen, 2010; Donesch-Jezo, 2012; Gass, 2012; Paltridge & Starfield, 2013; Ennis & Prior, 2020, for examples) and it has become a standard feature of ESP courses. Every ESP course's instructional materials and methodology are based on the results of a needs analysis, as Adriyati (2010) points out. Learners are the most significant stakeholder in the needs analysis process (Viana, Bocorny, & Sarmiento, 2018). The goal of the ESP, according to Viana, Bocorny, and Sarmiento (2018), is to enable students to use English to meet their objectives, such as presenting a sales pitch, comprehending a manual, following along with a lecture, or writing a dissertation.

For another two absolute characteristics, one is related to methodology and the activities which as Dudley-Evans and St. Johns (1998, pp.4-5) clarify, must be in line with specific discipline or purpose that particular ESP course is aiming for. In this point, Viana, Bocorny, and Sarmiento (2018) elaborate that ESP curricula must be planned according to particular contexts which means that although the same targeted skills are focused, the activities and texts to be applied may be greatly different. The last absolute characteristic indicates another main highlight of the ESP course, which is on the language such as register, lexis, grammar, as well as discourse, skills, and genre specific to the discipline.

According to Dudley-Evans and St. Johns (1998), ESP has four variable characteristics: it is likely for adult learners in tertiary institutions or in a professional workplace, but it may also be appropriate for learners in a secondary school; and it is typically for intermediate or advanced students. ESP may also involve specific disciplines; it may apply a teaching approach that differs from that of general

English in specific teaching situations; it is likely for adult learners in tertiary institutions. Ibrahim (2010) points out that ESP has a strong connection to domain specialization, making it clear that it primarily relates to adult learners and making the demand that learners have a specific foundation in general English before ESP learning (pp.4-5).

Ibrahim (2010) claims that categorizing ESP features into absolute and variable categories makes the ESP definition more understandable (GE). Donesch-Jezo (2012) agrees with Ibrahim and claims that these traits help separate ESP from General English. Furthermore, according to Fălăuș (2017), learners' needs are explicit and become obvious in Dudley-Evans and St. Johns' (1998) absolute and variable characteristics, where in ESP, learners concentrate on a particular professional context and where in GE, it is challenging to predict the learner's need.

Paltridge and Starfield (2014) also state that orienting to the specific needs of the learners in designing the content and course goals is a key feature of an ESP course. Considering that, the focus of ESP courses is, therefore, on the language, genres, and skills relevant to the specific activities and the learners need to carry out in English. This corresponds to Dudley-Evans and St. Johns' (1998) absolute and variable characteristics. In general, but not always, ESP students are adult learners, according to Paltridge and Starfield. They frequently have similar learning objectives but may not always have the same level of language competence. Adriyati (2010) further claims that ESP places a strong emphasis on communicative goals and abilities that center on production and comprehension. Gai (2018) adds that an ESP course should also have great practical value, strong relevance, and defined aims. According to Ibrahim (2010), ESP is goal-directed learning, which means that, in contrast to students taking a general English course, ESP students are more driven to study English for their future usage in the workplace than they are for their own personal interests. As Trisyanti (2009) argues, students in ESP environments frequently study English for its practical application in a particular career, such as becoming a doctor or flight attendant.

In addition, Trisyanti (2009) suggests three characteristics that are frequently observed in ESP courses: 1) ESP always necessitates real resources; 2) ESP is usually purpose-related orientation; and 3) ESP promotes self-directed learning. In

order to encourage goal-related orientation and self-direction, ESP courses give students a certain amount of freedom while simulating communicative activities.

Most importantly, every examination of ESP characteristics points to ESP as a context-based teaching strategy. Therefore, Swales (1985) adds that each ESP case should be looked into on its own terms. Each ESP context's aims and goals, learning activities, text selection, and methodology choices are all distinct and appropriate for the particular group of learners in that context (Cheng, 2011). Additionally, language use will vary depending on the specific genres that students want to engage in during their future careers (Hyland, 2011).

2.1.3 Types of ESP

Similar to the definition of ESP, there is still no consensus on how to classify ESP, despite the fact that there are numerous ESP categories and acronyms (Robinson, 1991; Gai, 2018). According to Belcher (2009), the formation of multiple ESP types is not surprising given that ESP is founded on the many unique needs of learners in relation to the ideal communities that learners wish to flourish in. This indicates that learners have a variety of distinct learning goals, leading to the invention of numerous different types of ESP to meet those goals.

In Hutchinson and Waters (1987)'s tree diagram of English Language Teaching (ELT) (see Figure 2.1), ESP is illustrated as branch of ELT. The branch divides into three distinct branches: English for Social Sciences, English for Business and Economics, and English for Science and Technology. English for Occupational Purposes (EOP) and English for Academic Purposes are the subtypes that are further subdivided into each branch (EAP). Their justification states that EAP is concerned with academic learning needs, whereas EOP is related to needs and training for the workplace. According to the diagram, learning and communication are at the core, implying that they are the main focuses of both ESP and ELT.

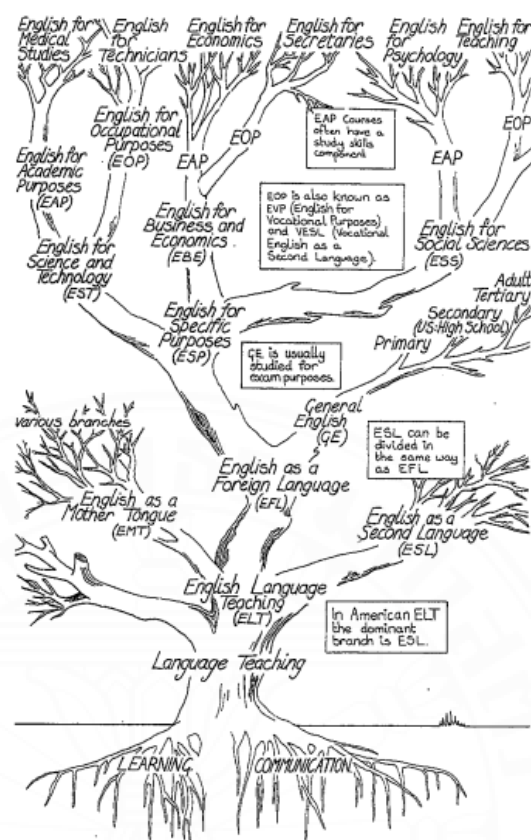


Figure 2.1 The tree of ELT. (Hutchinson & Waters, 1987, p.17)

Robinson (1991), on the other hand, illustrated figure 2.2, which is displayed below. English for Occupational Purposes (EOP) and English for Education Purposes (EEP), known as English for Academic Purposes (EAP), are Robinson's two primary categories for ESP.

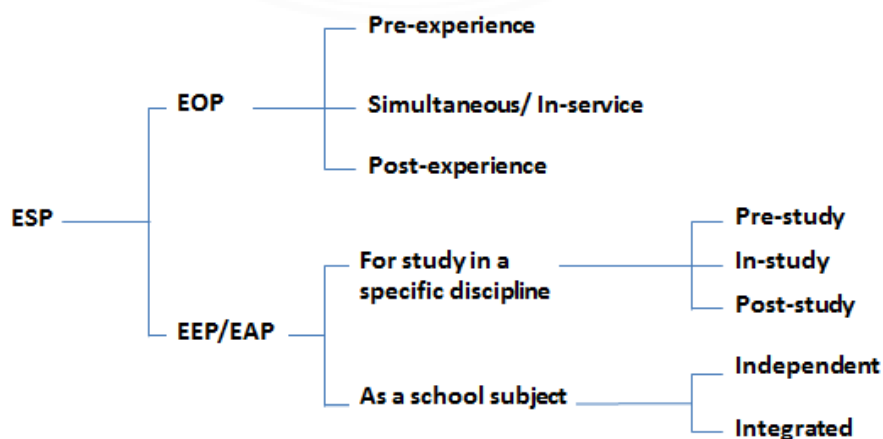


Figure 2.2 The ESP 'family tree'. (Robinson, 1991, p.3)

In addition to Robinson, Hutchinson, and Waters, ESP teaching has been divided into three primary branches: English for Academic Purposes (EAP), English for Professional Purposes (EPP), and English for Occupational Purposes (EOP) by Basturkmen (2010). According to particular goals, each branch is further divided into subbranches, with examples also given in Table 2.1.

Table 2.1: Areas of ESP teaching (Basturkmen, 2010, p.6)

Branch	Subbranches	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for Academic Writing
	English for Specific Academic Purposes (ESAP)	English for Law Studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for Health Care Sector
	English for Specific Professional Purposes (ESPP)	English for Nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the Hospitality Industry
	English for Specific Occupational Purposes (ESOP)	English for Hotel Receptionists

Different academics have specifically highlighted EAP and EOP in each of the two figures and one table above. In other words, EAP and EOP are well-known among language teachers, according to Knight et al. (2010). As Viana, Bocorny,

and Sarmiento (2018) further explain, EOP is concerned with one's career, whereas EAP is primarily concerned with one's academic pursuits.

Nevertheless, categorization of ESP can be even more complicated. As noted by Belcher (2009), there are several hybrid transformations between EAP and EOP. For instance, English for Academic Medical Purposes (EAMP) was created for students majoring in health sciences, and English for Academic Business Purposes (EABP) was created for those majoring in business,

EAP and EOP are considered to be the two primary forms of ESP in this study. In the English for PR elective course, which focuses primarily on a particular occupation, the collaborative CLIL teaching is intended to be studied. In this work, ESP is therefore intentionally used to refer to EOP.

2.1.4 Needs Analysis in ESP

Since it is obvious that learners' requirements are the most important in ESP courses, needs analyses are a crucial part (Hutchinson & Waters, 1987; Dudley-Evans, 1997; Ibrahim, 2010; Basturkmen, 2010; Donesch-Jezo, 2012; Gass, 2012; Paltridge & Starfield, 2013; Ennis & Prior, 2020). It is viewed as the most crucial part of any ESP courses and considered as the most characteristic feature of ESP course design since its early days (Hutchinson & Waters, 1987; Dudley-Evans, 1997). It is positioned as a strong base for an effective ESP syllabus (Ibrahim, 2010). The distinguishing feature of ESP, according to Dudley-Evans (2001), is the use of resources and instruction that are based on the findings of needs analysis. Numerous publications on various needs analyses have been published in the English for Specific Purposes journal over the past ten years (Flowerdew, 2013).

According to Hyland (2006), needs analysis is a strategy for acquiring and analyzing data relevant to course design. It establishes the how and what of a course. It is a continuous process that finally leads to evaluation, which is the act of deciding if a course was successful, because “we adjust how we teach as we learn more about our students” (p.325). The term "needs" is broad and includes a variety of factors, such as the objectives and histories of the learners, their language skills, their reasons for enrolling in the course, their chosen teaching and learning techniques, and the communication settings they will encounter. Depending on what learners already know,

do not know, or want to know, needs can be identified and examined in a number of different methods.

The process of defining learners' needs and the genre they aim to master and participate in, as well as the learners' performance measurement and learning plan to help them reach their goals, are all major concerns in the field of ESP education, according to Paltridge and Starfield (2014). In other words, Basturkmen (2010) explains that needs analysis refers to a procedure to ascertain what specific language and abilities are required by the learners in order to identify and improve the content and technique of the ESP. Needs analysis is often used "at the first step of ESP course development, followed by curriculum design, materials selection, methodology, assessment, and evaluation," according to Flowerdew (2013, p.325).

In conclusion, needs analysis is the ESP's main tenet, which leads to a path that is more narrowly focused (Gass, 2012). Hutchinson and Waters (1987) claim that what makes ESP course differentiates from other General English courses is 'awareness of the need' (p.53) which is "a matter of perception that may vary according to one's standpoint (p.56). For example, students may have personal aims which differ from their requirement of their studies or jobs, or the views of learners may contrast to the views of the teachers (Robinson, 1991).

Needs analysis can be viewed as either a benefit or a downside since it allows teachers to gather information from various sources and points of view to develop a thorough and balanced understanding of the situation; on the other hand, it may be challenging to satisfy the respondents (Crooks, 1996).

2.1.4.1 The components of needs analysis in ESP

Needs analysis in ESP should go beyond studies of learners and target situations because of its complexity (Hutchinson & Waters, 1987; Basturkmen, 2010). In ESP, it is important to emphasize a learner-centered approach, which places the student at the center of all course design decisions (Hutchinson and Waters, 1987, p.77). In this sense, requirements analysis entails identifying learners who will be involved in the analysis of theoretical viewpoints, learner perspectives, potentials and restrictions, competencies, and target situations. Chamberlain and Baumgardner (1988) embrace the notion of needs analysis to focus more on learning

needs, but they also acknowledge that while language needs are simple to analyze, it is difficult to examine the learning process of individuals.

In addition, Hutchinson and Waters (1987) also come up with a framework for analyzing learning needs which primarily includes checklists for teachers to take into their consideration when conducting needs analysis in ESP. The main topic of checklists are in question forms, for instance, why do the learners enroll in the course?; who are they?; where and when will the course be implemented?; how do they learn?; and what are available resources to be used? Similarly, for Dudley-Evans (2001), the key questions for needs analysis are: 1) what do learners need to do with English?; 2) which skills do learners need to achieve and to what extent?; and 3) what kind of genres do learners need and for production or comprehension purposes?

Basturkmen (2010) divides the needs analysis into five categories: target situation analyses (task, activities, and skills); discourse analyses (description of the language); present situation analyses (current potentials and constraints, and knowledge of learners); learner factor analyses (motivation and perceptions); and teaching context analyses “(factors related to environment in which the course will run)” (p.19). Trisyanti (2009) states that it is essential in ESP to anticipate future needs of English primarily focusing on situational language, which will be based on the interpreted results derived from investigating the use of authentic language in the workplace settings during needs analysis process.

2.1.4.2 Data Collection and Methods

According to Basturkmen (2010), the quality of needs analysis depends on adopting suitable data collection techniques. If the teachers have time constraint, selective types of data to collect is possible. While needs analysis can be implemented using a number of forms; namely, “questionnaires, interviews, observations of interactions and analyses of language use in the target situation, tests of performance and observations of ESP learners carrying out tasks replicating those in the target situation” (p.30), interviews, questionnaires, and observation are common and often exploited as the main sources of data. Flowerdew (2013) mentions that the “methods for needs analysis in ESP could largely be seen as a design to collect ethnographically oriented information to gain an insider’s view of the ESP situation, for instance, detailed, longitudinal observations of the setting, focus group discussions,

and analyses of participants' diaries and journals; however, the main criticism leveled against ethnographic methods is that, while a rich understanding may be gleaned of what is specific to a particular context, the results may not be generalizable to other ESP settings" (p.330). Based on Belcher (2009), needs analysis can also be conducted using advanced technology, such as using corpus software which is a computer-assisted collection and analyses. It collects and analyses massive amounts of data language making it easier to analyze specific registers, more systematic, and more empirical.

In terms of validity and reliability in needs analysis procedures, Hyland (2006) has noted the three main ways for "an accurate reflection of the features being studied and a consistent interpretation of the features: 1) triangulation by using a range of data sources, research methods or investigators to develop conclusions; 2) prolonged engagement conducted by the use of repeated observation and collection of sufficient data over a period of time; and 3) participant verification done by discussing the analysis with participants and its reality verified by them" (p.68).

As needs analysis has become more sophisticated, "various types of information can be collected in a needs analysis and ESP teachers and course developers decide what type of information to collect on a case-by-case basis" (Donesch-Jezo, 2012, p.34), for example, the data source on the students' needs can be drawn from students themselves, their teachers as well as their future employers (Donesch-Jezo, 2012).

2.1.5 ESP course design and material development

As noted by Gai (2018), while it may be easy to access comprehensive ESP curriculum designs and textbook compilations in several European and Asian nations, many ESP teachers often need to develop their courses and materials. Gass (2012) suggests that any ESP courses that best suit the learner's interest and needs would contribute to enhance the learner motivation and participation as well as prepare them for professional communication.

Therefore, as Basturkmen (2010) indicates, needs analysis plays a key role in refining the ESP course and it is deemed as a pre-course design process to collect information in order to find out what to be included and needed in the ESP course, e.g., learning and teaching method, skills, language, and apart from pre-course process, teachers often make use of the developing understanding of the target situation

or learner's needs when they are working on ESP course in order to modify the course. Similarly, Ibrahim (2010) also suggests that ESP course design should be relied on the results of the need analysis.

Ibrahim (2010) also adds that ESP course need to consist of a considerable amount of general English such as grammar, functions and skills acquisition together with an integrated functional terminological language and specific functions used in the targeted ESP course. Furthermore, in order to response to the needs of students and guarantee better achievement and motivation, the objective of the ESP course must be authentic. In addition, the four learning styles which cover a range of combinations of conceptualization, reflection, and knowledge need to be an emphasis of any ESP courses. Other elements such as movement, visuals, music, and sound are the examples of experiential elements that are recommended to be used in the classroom.

Regarding the materials, Dudley-Evans and St. John (1998) recommend ESP teachers' materials serve four functions: 1) a language source; 2) a support in learning; 3) stimulation and motivation; and 4) a reference. Consequently, materials in ESP course may offer learners the exposure, for them to learn the specialized genres and registers of ESP, encourage learners to study by themselves outside of the classroom, stimulate cognitive processes to support learning, equip learners with progression and structure so that they can follow, and encourage learners' motivation by challenging them and providing engaging content.

As Trisyanti (2009) notes, material development is considered one of the key factors – a crucial component in language programs to dictate the accomplishment of language learning and teaching process whether commercially developed or teacher-produced. Teaching materials for ESP must gear toward specific field, respond to learners' needs. Moreover, Trisyanti suggests that language to be taught in the class must match with the language that learners will use or are using. The ESP materials to be invented must be based on learners' specific needs particularly on the subject content, for instance, the language of medicine would be required by doctors, the language of engineering would be for engineers, the language of aviation for pilots, to name just a few. The available published materials can be supplemented by teachers' own produced materials.

Gai (2018) gives suggestions regarding the selection of the content in ESP course which must be in line with these two main principles: 1) learner-centered and 2) authentic material. As for learner-centered, it means that the learners' aim is the most significant and must be analyzed carefully before determining the content which should be connected with the content knowledge and the level of the learners. Authentic materials should be relevant to what learners will be really performing in their future learning and workplace situations and should be retrieved from a range of sources such as pictures, newspapers, and recording of real interactive scene, etc. Furthermore, the materials should be able to simulate authentic communication and promote knowledge transfer through classroom activities. Teaching materials can be compiled with guidance from professionals presented as professional tasks or case studies.

2.1.6 The use of corpora in ESP course

In addition, the use of corpora can also be applied in developing ESP courses. They can be beneficial in conducting research that supports effective language learning and teaching and the data from corpora can be used as a resource for teachers to design materials and activities. Timmis (2015) indicates that corpus-informed approach to material design and teaching is likely to associate with ESP rather than other approaches. This is due to the fact that it has become common for English teachers to teach English for specific domains in which they have no prior knowledge. According to Timmis, the trend is likely to remain for some time because of the professional mobility resulting in the demand for ESP expertise and materials. In addition, Timmis mentions the list of EAP corpus which can be also applied in case of ESP. E.g., written ESP corpora (collected from student or expert writing); spoken ESP corpora (student or expert speech); learner academic corpora (written or spoken); pedagogic corpora (e.g. corpora materials and textbooks); ad hoc corpora (i.e. constructed for a specific context during time constraint); autonomously produced corpora (i.e. by learners); sub-corpora of large corpora (e.g. the academic component of the British national corpus) (p.148).

2.1.7 Assessment in ESP

The issues pertaining to evaluation in ESP has been relatively understudied. Nevertheless, there are some discussions related to this topic found as follows.

According to Douglas (2013), assessment in ESP has the same principle found in other areas of language measurement, that is, the issues such as the characteristics of test takers, the purposes of the test, and the situation language will be used, must be considered.

As discussed by Basturkmen (2010), course evaluations are a crucial means of assessing various aspects of a course, including its effectiveness. While end-of-course evaluations, typically in the form of interviews or questionnaires, are commonly used globally to elicit students' and sometimes teachers' perceptions, it is important to recognize that evaluating the effectiveness of a course and its materials should not be solely based on student perceptions. Instead, students' learning outcomes should also be taken into account.

Gai (2018) indicates that ESP is for future development. The students' learning process needs to be fully evaluated. The formative assessment should be included to evaluate the professional knowledge and practical skills that students acquire. For example, teachers can create some real contexts to assess English proficiency of students in the real situation tasks. When students' performance is measured in the real task simulation, students can evaluate their comprehensive language proficiency, and examine their language communication skills and abilities.

2.1.8 Teachers' and Students' Roles in ESP

Dudley-Evans and St. John (1998) advise that teachers in ESP course should perform five key roles in order to ensure an effective ESP course: 1) teacher; 2) course designer and materials designer; 3) collaborator; 4) researcher; and 5) evaluator. In this light, Fălăuș (2017) elaborates that the scope of ESP teachers is beyond teaching and when conducting a needs analysis, ESP teachers become realized all of the essential elements to be packed into the future course, and they must coordinate with various sources, such as students and specialists, they also need to always keep updated with the latest update in the subject content they are teaching and should always examine the effectiveness of the objectives set at the beginning of the course. As Ibrahim (2010) elaborates, learners' specific needs are the center of the ESP course design and that is why ESP practitioners are not only teachers. In Ibrahim's opinion, ESP practitioners are also researchers, course designers, active participators, and evaluators in all learning and teaching processes. Among five main roles, Johns (2013) points out that the

collaborative role is essential in several contexts of ESP contexts in which research and teaching often interact.

2.2 Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) is neither a new form of subject education nor language education, but innovative integration of both (Coyle, Hood, & Marsh, 2010). Coyle, Hood and Marsh (2010) define CLIL as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, but also on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time” (p.1).

The fact that CLIL aims to teach content subject in a foreign language is common to other educational practices (Coyle, 2007; Coyle, Hood, & Marsh, 2010). Similar educational approaches which are mentioned by several scholars include English Across the Curriculum and others, Dual Language Programmes, Immersion Education, Bilingual teaching, and Content Based Instruction (Coyle, 2007), sheltered instruction, Language Across Curricular (LAC), Writing Across the Curriculum (WAC) (Lin, 2016, p.4).

Coyle (2007) states that different terms pertaining to CLIL meant that there are different models of CLIL in different contexts based on the emphasis placed on either the language-based or the subject-based. Marsh and Lange (2000), on the other hand, suggest that CLIL is an umbrella term covering instructional approaches which gear toward content and language teaching, though not necessarily equal. With this respect, Coyle (2007) argues that CLIL can be distinguished from other educational approaches given that both language and content are priority simultaneously in CLIL teaching. As Dale and Tanner (2012) simply put it, CLIL aims at giving attention on both subject and language at the same time, unlike other educational practices. In addition, in Coyle, Hood and Marsh (2010)’s opinion, what makes CLIL different from others is its fundamental aspects. According to Coyle, Hood and Marsh, the fact of CLIL being content-driven and its extension to language learning make it become distinct from existing language teaching practices. Furthermore, Coyle (2002) also

suggests that the planned pedagogic fusion of contextualized content, communication, culture, and cognition into learning and teaching practice separates CLIL from some established approaches.

Regarding CLIL's history, as Coyle (2007) mentions, CLIL is "rooted in European contexts with rich and diverse sociolinguistic and political setting, CLIL offers lifelong learning and does not relate to only in the compulsory education sector; nevertheless, concerns any stage, age, and language in kindergarten, vocational and professional learning" (p.545).

According to Coyle, Hood and Marsh (2010), CLIL was first adopted in 1994 in European context and has been now also employed in other regions and countries including Thailand following the economic and social forces and globalization which dictate the practice in education, such as, the language to be learnt and the way of learning it. Different countries and regions encounter different driving forces; nevertheless, they all expect to gain the best feasible results in the shortest time. This allows CLIL to be the most suitable practice which responds to the demands of the present day in which learners can learn content subject and language at the same time.

2.2.1 CLIL framework

EL-Daou and Abdallah (2019) report the way learners learn in CLIL implementation in which content knowledge and communicative competency will be developed through the use of foreign language to express views and ideas related to the content of the subject. According to EL-Daou and Abdallah, CLIL is chiefly grounded on constructivism having the cognitive theory of learning as the main influence. Cognitivists suggest that in a CLIL framework, "learners understand concepts and gain knowledge, organize them and behave with regards to their own attitudes, views, beliefs, interests and environment" (p.2). Once learners become active, scaffolding will be required until they reach autonomy level.

2.2.1.1 The 4Cs

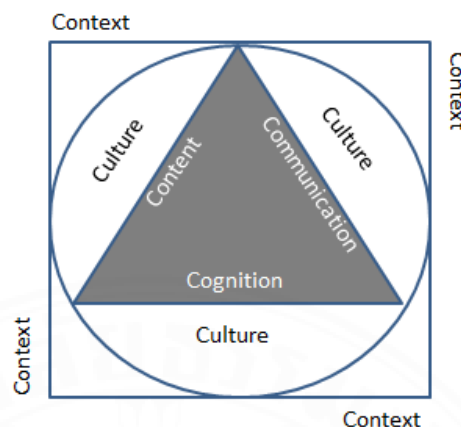


Figure 2.3 The 4Cs of CLIL (Coyle, Hood, & Marsh, 2010)

CLIL teachers around the world have adapted CLIL models to fit their specific learners' needs and contexts, according to Buphate, Inta and Esteban (2018). However, they argue that the fundamental principles of CLIL should be firmly held to produce the most effective CLIL course. Therefore, studying the 4Cs before inventing any CLIL models is crucial, and the 4Cs should be adopted as the main principle in the CLIL classroom. The 4Cs can be used to assess the effectiveness of the CLIL approach.

The 4Cs were developed from a holistic perspective, so that CLIL pedagogies will be supported by different facets as a basis (Coyle, 2007). According to Coyle, Hood, and Marsh (2010), the 4Cs are the core principles of CLIL consisting of four interrelated elements, namely, Content, Culture, Communication, and Cognition, and the integration of the 4Cs distinguishes CLIL from other established teaching approaches (see Figure 2.4).

As Coyle (2007) suggests, the conceptual framework of the 4Cs "goes beyond considering subject matter and language as two separate elements but rather positions content in the 'knowledge for learning' domain (integrating content and cognition) and language, a culture-bound phenomenon, as a medium for learning (integrating communication and intercultural understanding)" (p.549-550).

Coyle, Hood, and Marsh (2010, p.41) describe that content refers to subject matter, while communication involves language learning and using,

cognition is related to learning and thinking processes, and culture deals with developing intercultural understanding and global citizenship. Based on the researchers, all four elements must also be contextualized. That is, "what exactly is meant by 'content' in CLIL will depend on the context of the learning institution" (p.28).

Therefore, it is essential to consider the 4Cs and contextualize them in the CLIL classroom to produce an effective CLIL course. CLIL teachers should strive to integrate the four interrelated elements of the 4Cs and develop their CLIL models based on the specific context of their learners and institutions.

2.2.1.2 Cognition in CLIL

The use of CLIL as an approach to teaching has been found to be effective in promoting students' cognitive development and challenging them to think creatively (Coyle, Hood, & Marsh, 2010). Reitbauer et al. (2018) note that in CLIL settings, students may face cognitive-linguistic difficulties but are motivated to enhance their knowledge structures and operational abilities. The use of a foreign language as the medium of instruction can significantly impact language-specific mental activities and the comprehension of subject matter, making it essential for teachers to consider the cognitive demands of CLIL instruction.

Coyle (2005) emphasizes that effective CLIL instruction should encourage students to reflect, review, and use higher-order thinking skills. The goal of CLIL is to enable students to build their own understanding and be challenged regardless of their age or ability. Marsh (2008) asserts that CLIL differs from other language learning approaches that focus on content by prioritizing the advancement of higher-order language skills through content teaching. The unique feature of CLIL is its use of instructional content from academic subjects or disciplines, which may explain why it is effective in enhancing higher-order thinking skills.

To assess the level of thinking required for tasks, Bloom's Taxonomy has been widely used (Thompson, 2008). Bloom et al. (1956) invented Bloom's Taxonomy as a framework to categorize cognitive skills into six different levels, which are arranged hierarchically from the simplest to the most complex. These six levels are: 1) Knowledge, the most basic level of cognitive skill, which involves recalling or recognizing previously learned facts, terms, concepts, and basic principles; 2) Comprehension, an understanding of the meaning of the material; 3) Application,

the use of previously learned information to solve new problems; 4) Analysis, the process of breaking down complex information into its constituent parts to better understand the relationships and interconnections between them; 5) Synthesis, the combination of elements or parts to form a new, coherent whole; and 6) Evaluation, the assessment of the validity of arguments and making decisions based on well-defined criteria.

Bloom et al. (1971) note that Bloom's taxonomy may need to be modified to suit the requirements of individual fields. In 2001, Anderson and Krathwohl introduced a revised Bloom's Taxonomy, designed to be applicable to a wider range of individuals. This makes it a useful tool for teachers to assess students' cognitive skills and ensure they are challenged to think creatively (Forehand, 2011). The revised taxonomy made some changes to the original framework, both in terms of the levels and the way they are represented. The main changes in the revised taxonomy include the shift from nouns to verbs to represent cognitive processes. The revised Bloom's Taxonomy consists of the following levels: 1) Remember, which refers to recalling or recognizing facts, basic concepts, and terminology; 2) Understand, which requires learners to interpret, summarize, classify, or explain information in their own words; 3) Apply, which involves using learned information in new situations or solving problems by applying acquired knowledge, facts, techniques, or rules; 4) Analyze, which requires learners to break information into parts, identify relationships and patterns, and examine the underlying structure of concepts or problems; 5) Evaluate, which involves making judgments about the value or quality of ideas, materials, or processes based on well-defined criteria; and 6) Create, which involves generating new ideas, products, or ways of viewing things by combining previously learned information in novel ways.

In the context of CLIL, Hanesová (2014) introduced diverse techniques to cultivate critical thinking skills, such as the revised Bloom's Taxonomy, De Bono's six thinking hats, SCAMMPERR technique, Lotus blossom technique, and mind-mapping. These methodologies have proven effective in fostering critical and creative thinking skills among learners across various age groups. Consequently, CLIL demonstrates its potential for engendering an academically rigorous environment that

challenges students to develop and utilize their cognitive skills, ultimately contributing to the enhancement of their overall learning experience.

In summary, CLIL instruction can foster students' cognitive development and promote the use of higher-order thinking skills. Bloom's Taxonomy provides a useful framework for assessing students' cognitive skills and ensuring they are challenged to think creatively. While the taxonomy may need to be modified to suit the needs of individual fields, the revised version is applicable to a wide range of people and can be used to train secondary school and university students in higher-order thinking skills. The use of CLIL and the incorporation of higher-order thinking skills can contribute to students' cognitive growth and promote their independent learning (Coyle, Hood, & Marsh, 2010; Bloom et al., 1956; Anderson & Krathwohl, 2001; Forehand, 2011).

2.2.1.3 The Language Triptych (LT)

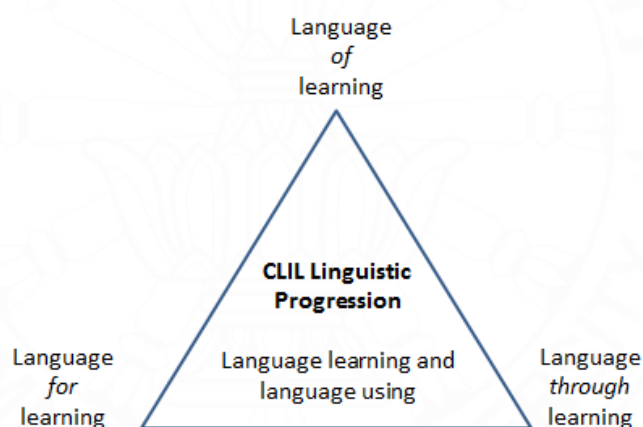


Figure 2.4 The Language Triptych (Coyle, Hood, & Marsh, 2010)

The Language Triptych (LT) is a fundamental concept in CLIL that highlights the importance of language in content-based instruction (Coyle, Hood, & Marsh, 2010; Marsh, 2002). As mentioned earlier, the LT consists of three interrelated components: language for learning, language in learning, and language through learning.

Language for learning refers to the language needed to learn a particular subject or content. It is the specific vocabulary, grammar, and discourse patterns that students need to understand in order to learn and interact with the content.

In CLIL, language for learning is not taught in isolation but is integrated into the content, so students learn the language while they are learning the content. This approach helps students to develop both their content and language skills simultaneously (Coyle, Hood, & Marsh, 2010).

Language in learning, on the other hand, refers to the use of the target language as the medium of instruction. This means that the content is taught in the target language, and students are required to use the language to participate in classroom activities and to express their ideas and opinions. This helps students to develop their language skills in an authentic context and provides opportunities for them to practice using the language in a meaningful way.

Finally, language through learning refers to the use of language as a tool for learning. In CLIL, language is not only a means of communication but also a means of developing cognitive abilities. Students use language to think, reason, analyze, and create. This approach helps students to develop critical thinking skills, problem-solving abilities, and creativity (Dalton-Puffer, 2007).

The integration of the three components of the LT in CLIL courses is critical for successful content-based instruction. According to Coyle, Hood, and Marsh (2010), CLIL teachers need to focus on the language demands of the content, the language proficiency of their students, and the language learning needs of their students. By doing so, teachers can ensure that their students are developing both their content and language skills simultaneously, and that they are well-equipped to succeed in content-based instruction.

In summary, the Language Triptych (LT) is a key concept in CLIL that highlights the importance of language in content-based instruction. The three components of the LT (language for learning, language in learning, and language through learning) are interrelated and must be integrated to ensure successful content-based instruction. By focusing on the language demands of the content, the language proficiency of their students, and the language learning needs of their students, CLIL teachers can help their students develop both their content and language skills simultaneously.

2.2.2 Benefits of CLIL

Marsh and Frigols Martín (1999) introduces the advantages of the use of CLIL in the classroom. For example, CLIL encourages the use of various teaching methods in the classroom, raises students' intercultural awareness, improves students' motivation and confidence, adds additional value to content learning, prepare students for further career and study, and enhances institution profiles.

In a similar vein, Coyle (2007) refers to studies during the late 1990s which provide ample evidence for the effectiveness of CLIL in the classroom. The findings from these studies were, for example, students' linguistic confidence and competence were improved; problem-solving and risk-taking skills in the learner were developed; L1 literacy was improved; positive attitudes were generate; linguistic spontaneity was encouraged; gender issues in motivation were addressed; both students' and teachers' expectations were raised; grammatical awareness and vocabulary learning skills were increased; students were taken beyond 'reductive' foreign language topics; student independence was motivated and encouraged; study skills were develop, and cultural awareness was put back on the agenda.

In addition, Dale and Tanner (2012) have identified the benefits of CLIL for key different stakeholders. For learners, there are 12 benefits as suggested by Dale and Tanner: "1) CLIL learners become motivated; 2) CLIL learners develop cognitively and their brains work harder; 3) CLIL learners develop communication skills; 4) CLIL learners make new personal meanings in another language; 5) CLIL learner's language progress more; 6) CLIL learners receive a lot of input and work effectively with that input; 7) CLIL learners interact meaningfully; 8) CLIL learners learn to speak and write; 10) CLIL learners develop intercultural awareness; 11) CLIL learners learn about the 'culture' of a subject; 11) CLIL learners are prepared for studying in another language; and 12) CLIL learners learn in different ways toward becoming multiple intelligences" (pp. 11-14). In terms of teachers and schools, according to Dale and Tanner, CLIL encourages the whole school development and innovation; professional development of both content and language teachers; and building institution profile in international level.

Furthermore, Coyle, Hood, and Marsh (2010, p.17) has identified the common reasons why CLIL should be introduced in the classroom as summarized below:

Context: CLIL can develop the whole school curriculum using other languages, in turn, prepares all stakeholders for globalization, emphasizes plurilingual education, and enhances school profile.

Content: CLIL offers multiple perspectives for study using authentic texts, prepares for future studies due to its emphasis on information communication technology (ICT), equips learners with skills for working life and further study, and provides access for specific content knowledge in foreign language.

Language: CLIL improves overall target-language competence, enhances oral communication skills through authentic communicative activities, deepens awareness of both CLIL language and learners' first language, develops learners' self-confidence as learners and communicators via authentic and practical language scenarios, and introduces the learning and using of another language in the way of activity-oriented combined with language-learning goals.

Learning: CLIL increases learner motivation, diversifies methods and approaches to classroom practice such as using the sign language in the class to facilitate learners who are hearing impaired, and develops individual learning strategies for example, attracting learners who are much less confident in subject knowledge, but confident in the CLIL language.

Culture: CLIL helps learners develop intercultural knowledge, promote tolerance and understanding, build intercultural communication skills, encourage learners to have a better understanding of neighboring regions/countries and/or minority groups, and introduce a wider cultural context.

2.2.3 Characteristics of CLIL

Education Information Network in the European Union (2006) has identified CLIL's five key characteristics which are connected to the 4Cs framework.

1. In CLIL course, appropriate content must be chosen according to students' age, interests, and ability.

2. Intercultural understanding must be developed through exploring and reflecting on different traditions, cultures, behavior, and values.
 3. Language for learning must be used.
 4. Meaning must be made to encourage students to use the target language.
 5. Scaffolding must be given to engage use of language and content.
- Similarly, Mehisto et al. (2008) also define CLIL characteristics in

five major aspects. They include:

1. *Authenticity*: This concerns authentic content and materials from real contexts.
2. *Multiple focus*: CLIL uses various activities to develop several skills of students simultaneously to generate automatic skills.
3. *Active learning*: CLIL teachers encourage students to engage in all learning activities.
4. *Safe learning environment*: CLIL builds a familiar classroom environment and peer participation for students to feel secured, in turn, become more confident.
5. *Scaffolding*. In CLIL implementation, teachers are expected to perform as facilitators and peers as consultants through class discussion.

2.2.4 Positive and negative feedback in CLIL

The implementation of CLIL has elicited both positive and negative feedback. For instance, Papaja (2012) introduced CLIL teaching at the Department of Psychology of the University of Silesia in Poland, and the students expressed positive satisfaction toward their CLIL learning experience in both content and language. Similarly, Yang (2014) conducted a study on the effects of CLIL implementation on the learning performance of Taiwanese students and found that the students' linguistic skills and motivation significantly improved because of CLIL.

Godzhaeva et al. (2019) conducted an implementation of CLIL at a Russian university and pre-post-experimental surveys of university teachers and students revealed negative attitudes and several challenges of CLIL teaching in Russian

universities. These challenges included difficulties in finding teachers to teach non-linguistic courses, inadequate starting levels of participants' skills in the learning process, and unwillingness of staff and learners to adapt to the new teaching methodology. Similarly, Granados Beltrán (2011) explored CLIL practice at Universidad Central in Colombia using project work as a means. Despite students acknowledging the usefulness of CLIL, they perceived time constraints as a challenge as the available time was not sufficient for developing the activity.

Positive and negative outcomes of implementing CLIL have been observed in studies conducted in Thai contexts. For instance, Pengnate (2013) investigated the use of CLIL theory in project-based activities to improve students' English abilities at the Faculty of Business Administration of Thai-Nichi Institute of Technology. The findings indicated that students were highly satisfied with CLIL activities and had gained various types of knowledge and skills. Similarly, Buphate, Inta, and Esteban (2018) examined the effects of a CLIL approach in a Design Thinking course at Rajamangala University of Technology Lanna. The study found significant improvements in students' English communication skills, social innovation knowledge, critical thinking ability, and cultural awareness, as well as higher confidence in learning and positive attitudes toward CLIL. Suwannoppharat and Chinokul (2015) investigated the effects of CLIL in developing Thai students' English communication ability in the Chinese International Program at Prince of Songkla University. The results revealed a satisfying improvement in students' English communication skills and positive opinions of the CLIL course.

In contrast to the positive outcomes reported in the aforementioned studies, Tachaiyaphum and Sukying (2017) conducted a survey to analyze the perceptions of EFL pre-service teachers in the faculty of education at Mahasarakham University toward CLIL teaching, and found mixed results. While most of the participants were familiar with the potential benefits and drawbacks of CLIL, they also reported facing several challenges related to the integration of the 4Cs. Specifically, the participants noted difficulties in effectively integrating content and language in their teaching due to students' limited English proficiency and the teachers' inadequate knowledge of the subject matter. However, the participants also recognized the potential of CLIL to enhance both language and content learning outcomes, suggesting

that more training and support may be needed to effectively implement CLIL in EFL contexts.

2.2.5 Building CLIL classroom in higher education

Coyle, Hood, and Marsh (2010, pp.14-16) suggest that there is no single model for CLIL. However, before developing any model, key issues such as operating factors and scale need to be carefully considered.

2.2.5.1 Operating factors

Coyle, Hood, and Marsh (2010, pp.14-16) emphasize that the creation of a CLIL model requires consideration of several key operating factors, including:

- 1) Teacher availability: This is a crucial starting point as the developer of CLIL needs to consider how teachers work together and their impact on planning and implementation.
- 2) Target levels of CLIL language fluency for students and teachers: The role and input of teachers in the classroom will be determined by this issue.
- 3) Time availability: The schedule and length of time of CLIL implementation affect the choice of CLIL model.
- 4) Integration of content and language: Students can be prepared for the language aspect before the CLIL course, learn the language parallel to the CLIL course, or learn the language simultaneously with the CLIL course.
- 5) Linking the CLIL course to the extra-curricular dimension: This can be done through collaboration with other schools or countries.
- 6) Assessment process: The decision whether to use formative or summative assessment, and whether to focus on content only, language only, or both, has an impact on model design.

2.2.5.2 Scale

The scale of the CLIL model is another significant topic that requires careful consideration in CLIL planning. Coyle, Hood, and Marsh have identified two different types of scale, which are summarized below:

- 1) Extensive instruction through the vehicular language: In this type of scale, the vehicular language is used almost exclusively. Switching to the first language is limited and only done to explain technical terms to enhance comprehension. The model focuses on three main aspects: content, language, and cognition, and various teaching methods can be used to promote content and language learning. New vocabulary, grammar, and concepts related to the content subject are introduced through a supported or scaffolded approach. This model can be led by a single content teacher with the assistance of a language teacher through a cooperative process. Certain language aspects can be pre-taught or parallelly taught. Alternatively, the model can be led by a language teacher who is also responsible for providing the content knowledge.
- 2) Partial through the vehicular language: This scale also focuses on three areas: content, language, and cognition. However, it is usually used for limited implementation periods, and CLIL teaching is only used in one or more subjects of the whole curriculum. The CLIL course can be taught by content or language teachers or both, and code-switching between the CLIL language and the first language is common and implemented systematically.

2.2.6 CLIL and ESP

ESP is a language teaching approach that focuses on teaching English for specific professional or academic purposes, such as business English or academic writing. The emphasis is on developing learners' language skills and knowledge in a specific domain, so that they can communicate effectively in that context. ESP courses

often include specialized vocabulary, specific grammar structures, and other language features that are relevant to the learners' professional or academic goals (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 1998; Basturkmen, 2010)

CLIL, on the other hand, is an approach that integrates the teaching of content and language, with the aim of promoting language learning and content learning simultaneously. In CLIL courses, learners are taught subject matter content in a second language, such as English, while also developing their language proficiency in that language. The focus is on developing learners' cognitive and linguistic skills simultaneously, while also building intercultural understanding (Coyle, Hood & Marsh, 2010; Dalton-Puffer, 2011; Marsh, 2017).

Despite these differences, there is also some overlap between CLIL and ESP. For example, both approaches emphasize the importance of teaching language in a specific context, with a focus on developing learners' communicative competence in that context. In addition, both approaches often use authentic materials and tasks that are relevant to the learners' needs and interests (Hutchinson & Waters, 1987).

Moreover, in both CLIL and ESP, learners are required to engage in interactive and communicative activities that help them to practice and develop their language skills (Belcher, 2009). In ESP courses, learners are often required to engage in role-plays, simulations, and case studies related to their field of study or profession, which provide them with opportunities to use language in context (Munby, 1978). Similarly, in CLIL courses, learners are engaged in a range of activities such as group discussions, debates, and projects that help them to use language in context, while also developing their understanding of the content (Marsh, 2002).

Furthermore, both CLIL and ESP recognize the importance of needs analysis in course design (Voller, 1997). In ESP, needs analysis is used to identify the specific language needs and goals of the learners, as well as the specific contexts in which they will use the language (Dudley-Evans & St. John, 1998). Similarly, in CLIL, needs analysis is used to identify the content topics and language skills that are most relevant and important to the learners in their academic or professional contexts (Dalton-Puffer, 2011).

To sum up, while CLIL and ESP are distinct approaches to language teaching, they share some common features, particularly in terms of their emphasis on

teaching language in context, using authentic materials and tasks, and conducting needs analysis to inform course design.

Combining CLIL and ESP approaches in language teaching can have a number of potential benefits. According to Dalton-Puffer (2011), integrating subject matter content into an ESP course can make the course more engaging and relevant for learners, while also promoting deeper learning of both language and content. In this way, learners are able to see the immediate relevance of the language they are learning and are motivated to engage with the content in order to better understand and use the language.

Similarly, incorporating ESP goals and objectives into a CLIL course can help learners to develop language skills that are specifically relevant to their academic or professional goals. As García Mayo and Lázaro Ibarrola (2018) note, this can be particularly beneficial for learners who are studying or working in a specific field, as it allows them to acquire the language skills they need to succeed in that field. By combining the two approaches, learners can develop both their language and content knowledge in a way that is tailored to their individual needs and goals.

In conclusion, the ESP and CLIL approaches to language teaching have their own unique features, but they also share many commonalities. Both approaches prioritize teaching language in context, using authentic materials and tasks, and conducting needs analysis to inform course design. By combining the two approaches, learners can benefit from a more engaging and relevant learning experience, while also developing language skills that are specifically relevant to their academic or professional goals. The integration of subject matter content into an ESP course and incorporating ESP goals and objectives into a CLIL course can promote deeper learning of both language and content, and allow learners to develop the skills they need to succeed in their chosen field.

2.3 Self-efficacy

Research shows that self-efficacy plays a crucial role in students' academic achievement and success (Girmay, 2019). In the context of the needs analysis, it was discovered that students lacked self-efficacy in the area of language learning. To better

understand the students' difficulty, existing theories related to self-efficacy were reviewed.

Self-efficacy is a term that combines the English word "self" with the Latin word "efficere," meaning "to accomplish" (Colman, 2006). It is rooted in the social-cognitive theory of behavioral change and was introduced by psychologist Albert Bandura in 1977 (Lennon, 2010; Stojiljković, Djigić & Dosković, 2018). Self-efficacy refers to individuals' beliefs in their own ability to accomplish a task effectively and reach goals (Bandura, 1977; Schunk & Pajares 2010; Sharma & Nasa, 2014; Basse, 2016; Girmay, 2019).

Bandura (2010) further defines self-efficacy as a core belief that affects motivation, performance, and emotional well-being. Self-efficacy strongly influences the choices people make regarding their activity, as well as the level of effort they contribute when faced with difficulty (Sharma & Nasa, 2014). Research has shown that differences among individuals in their perceptions and beliefs about their abilities can significantly impact their performance, and constructs such as self-efficacy have been incorporated into studies investigating academic achievements (Lennon, 2010). Therefore, addressing students' self-efficacy in language learning may be crucial for enhancing their success in the field.

2.3.1 Relationship to other concepts

Jaekel (2018) notes that self-efficacy has linked to a variety of multi-dimensional frameworks, namely, motivation or self-regulation. With regard to motivation, Dörnyei (2009) pinpoints that the motivation concept has been developed from different theories and one of them is self-efficacy. In connection with this, Gardner (2007) creates a list of characteristics of motivated students who will be goal directed, persistent, attentive, have desires (wants), demonstrate positive affect, have expectancies, exhibit self-confidence (self-efficacy), and have reasons (motives) for learning. In a similar vein, Dalton (2010) believes children's attendant and motivation involve self-efficacy together with other noncognitive factors such as effort and engagement in a complex process that interrelates individual behavior, background factors, and immediate social contexts. However, Lennon (2010) argues it is inaccurate

to label self-efficacy as a noncognitive skill since it does not involve a skill alone, but cognitions and belief are also interrelated.

In terms of self-regulation, Lennon (2010) claims that it has been proved by research saying that self-efficacy can both help drive and reflect self-regulation. Self-regulated strategies implemented in the classroom can increase self-efficacy and promote self-regulation in the meantime.

According to Lennon (2010), academic self-concept, outcome expectations, perceived control, and self-esteem are concepts which are sometimes confused with self-efficacy:

1. *Academic self-concept*: Lennon states that academic self-efficacy and academic self-concept are empirically and theoretically distinct even though they have sometimes been used interchangeably. Whereas self-concept is students' views of themselves, academic self-efficacy can be considered as part of, but not the same as their academic self-concept because self-efficacy involves a cognitive assessment focusing on students' abilities.
2. *Outcome expectations*: Based on Lennon, self-efficacy is likely to be highly correlated with the students' outcome expectations, but outcome expectations focus on the outcome students expect from their actions.
3. *Perceived control*: Lennon indicates that perceived control entails student's general perception of their ability to control their learning strategies. It is not identical to self-efficacy but is sometimes viewed as part of it. This is because part of self-efficacy belief concern students' sense of control over their learning strategies and their efforts to accomplish their desired goal.
4. *Self-Esteem*: Lennon explains that a child who has positive self-efficacy regarding his or her reading comprehension may have very low self-esteem on other things that determine his or her self-worth. In the same way, that child may have low academic self-

efficacy, but still have high self-esteem on other performance such as in sports.

2.3.2 Psychological Processes of Self-Efficacy

Bandura (1993) identifies major processes of self-efficacy beliefs including cognitive, motivational, affective, and selection processes which affect how people feel, think, motivate themselves, and behave.

2.3.2.1 Cognitive processes

Bandura describes that most courses of action are often controlled by forethought including cognized goals. Ability refers to generative capability in which cognitive, social, motivational, and behavioral skills are interrelated to serve several purposes. Whereas people with self-doubt think of failure scenarios and reside on the many things that can develop in an undesirable way, people with positive self-efficacy think of scenarios that offer positive guides and supports for performance.

(1) Conception of ability:

- People have different views of their ability. Some children may view their ability as an acquirable skill; therefore, adopt a functional-learning goal. Challenges, for them, become opportunities for these children to expand their knowledge and competencies. They learn from mistakes and errors and are regarded as a natural part of a learning process. Difficulties are seen as their challenges to overcome. And they will not make comparison against others' achievement but will judge in turn their capabilities focusing on their personal improvement.
- By contrast, some children may look at their ability and performance as inherent intellectual capacities. They perceive their deficient performances as threats toward their lack of basic intelligence. These children do not concern expanding their knowledge and competencies and will prefer tasks that their errors will be minimized, and their proficiency will be revealed. They also visualize using high effort as a threat since people will judge that they are not smart. They compare themselves with others' accomplishments.

(2) Social comparison influences:

- Bandura claims that people evaluate their abilities compared with others' attainments because objective standards are not provided in most of activities.
- When people compare themselves with others, it will affect how they judge their ability, their self-esteem, and their satisfaction of their achievement.

(3) Framing of feedback:

- People expect to have certain goals of competence and occasionally obtain social feedback regarding their performances.
- People's performance evaluation can have an impact on their self-efficacy assessment and thereby affect the course of their attainments.
- Feedback on people's performance which highlights achieved progress will emphasize personal capabilities. In contrast, when shortfalls are the focus of feedback, their personal deficiencies will be underscored.

(4) Perceived controllability:

- Perceived controllability refers to the extent people assess their ability to control their environment which concerns two aspects: a) Level and strength of people's self-efficacy to alter their perseverant effort and use of capabilities and resources creatively, b) The environment modifiability.
- People with self-doubts visualize efforts to modify their life situation as useless and they will make little change even though many potential opportunities are provided in their environments. However, people with high self-efficacy will come up with ways to exercise some control even limited opportunities and many constraints exist in their environments.

(5) Casual structure:

- Past performance is often heavily deemed by people to judge their own efficacy and to set their aspirations.
- People's performance is influenced by perceived self-efficacy both directly and indirectly through its strong effects on goal setting and analytic thinking.
- Performance attainments may be enhanced by personal goals through analytic strategies.
- Perceived self-efficacy has an impact on performance both directly and indirectly through its strong effects on analytic thinking and goal setting.

2.3.2.2 Motivational processes

(1) Cognized goals:

Cognized goals motivate and guide people's behavior in the present, not in an unrealized future state. Motivation can be sustained and enhanced by challenging goals with largely concerns self-influence processes.

(2) Self-reactive influences:

- Three types of self-influences govern motivation based on goals: 1) performance's affective reaction, 2) perceived self-efficacy for goal achievement, and 3) personal goals readjustment based on one's progress.
- Self-efficacy beliefs alter people's goals, influencing their effort, their persistence when faced with difficulties as well as their failure resilience.
- In the face of difficulty, people with self-doubt give up quickly, but people with high self-efficacy produce greater effort.

(3) Proactive control of motivation:

Proactive control and reactive feedback control are required for human motivation. People's actions are then motivated and guided by motivation through proactive control such as

challenging goals and will keep setting a higher goal if they attain the goals they set in the previous stage.

2.3.2.3 Affective processes

Stress, depression, and motivation people experience during difficult situations concern people's beliefs in their ability. Anxiety arousal relates to people perceive efficacy to have control over stressors. People unable to manage threats will have high anxiety arousal. They reside over their deficient coping strategies. Their environments will be seen as full of danger. And they visualize things that rarely happen.

(1) Thought control efficacy:

A key factor to regulate stress and depression is people perceive self-efficacy to regulate their thought process. The major source of distress is their perceived incapability to turn off their disturbing thoughts.

(2) Coping efficacy and achievement anxiety

Students with low self-efficacy to regulate their academic demands are prone to experience achievement anxiety. Their anxiety will be decreased if a stronger sense of efficacy is built.

(3) Self-efficacy and depression

Depression and anxiety will be produced if people have low self-efficacy to exercise control and judge themselves to be socially efficacious.

2.3.2.4 Selection processes

Self-efficacy beliefs can affect students' lives by their choice of activities and environments, which in turn, produce different competencies, social networks, and interests.

(1) Impact of cognitive self-efficacy on developmental trajectories:

- Social relations cannot be isolated from children's intellectual development and should be investigated through a sociocultural lens.

- Perceived social self-efficacy of younger children is not relevant to emotional patterns of their behavior, but to their academic self-efficacy. By contrast, emotional and social behavior of older children is connected to their perceived academic, self-regulatory, and perceived social efficacy.

(2) Socio-cognitive instructional strategies

People's ability is regarded as a changeable attribute which some control can be arranged. Children will require fewer instructive aides once their competencies are expanded.

2.3.3 Psychosocial Influences of Self-Efficacy

Bandura (1977) identified four factors which affect the cognitive processing of personal efficacy people use to judge their level of self-efficacy.

2.3.3.1 Performance accomplishments:

- As Bandura points out, performance accomplishment is based on personal mastery experiences; hence, it is regarded as powerful sources of efficacy. Accomplishments can increase people's mastery expectations, while recurrent failures decrease them.
- Repeated success constructs powerful efficacy expectations and in turn likely lowers the negative effect of occasional failures.
- When people overcome their occasional failures with their determined effort, their self-motivated persistence will be strengthened because of their solid evidence of their own experience overcoming the difficult obstacles by their sustained effort.

2.3.3.2 Vicarious experience:

- Vicarious experience is the source of many expectations.
- When people see others overcome challenging activities successfully, expectations are generated, and they persuade themselves that they can develop if they sustain their efforts.

- Vicarious experience focusing on social comparison is a less credible source of information regarding one's capabilities, rather than direct evidence as shown in personal accomplishments. As a result, the efficacy expectations from vicarious experience alone are weaker and tend to change.

2.3.3.3 Verbal persuasion:

- Verbal persuasion is widely employed to influence human behavior due to its ready availability and ease.
- People are persuaded into believing that what has obstructed them in the past can be coped with.
- Verbal persuasion is also viewed as a weaker source of efficacy expectations than personal accomplishments because of no authentic experiential evidence for them. Consequently, efficacy expectations derived by verbal persuasion can be immediately extinguished by disconfirming experiences.
- Despite its limitations, verbal persuasion can be an effective tool when combined with performance aids to facilitate effective performance.
- The effects of verbal persuasion against self-efficacy depend on the persuaders' perceived credibility, their assuredness, expertise, trustworthiness, and prestige who will promote more possibility for efficacy expectations to change.

2.3.3.4 Emotional arousal:

- Emotional arousal is considered as source of information of self-efficacy expectations. Even in stressful and difficult situations often draw out emotional arousal involving personal efficacy to overcome the threatening situations.
- People tend to expect success if they are not tense and agitated. However, when people avoid stressful activities, their development will be impeded.
- Fearful people can be led into believing that a non-emotional source causes their emotional arousal; consequently, anxiety

will be no longer labelled as source of their agitated state and then people's confidence will be improved.

- Self-arousal can be affected by perceived self-competence. Once people's fears are weak, their self-doubts will be reduced and self-arousal will be debilitated to the extent they perform successfully, which in turn, enhances self-efficacy.

In addition, Bandura et al. (1996) analyzed network of psychosocial influences affecting children efficacy as well as their academic achievement and the findings revealed that the factors, namely, include 1) "parents' sense of academic efficacy and aspirations for their children, 2) children's beliefs in their own efficacy to manage their own learning and academic accomplishment, 3) children's perceived social efficacy and 4) their efficacy to manage peer pressure" (p.1206).

Apart from psychosocial influences, Lennon (2010) suggests that sex may be regarded as sources of personal efficacy. Lennon finds in his study that boys typically reveal more confidence in academic domains such as in math, science, and technology although girls' performance is in the same level with their male counterparts. Similar levels of confidence in other academic areas such as in language skills, are expressed by both boys and girls despite the fact that girls normally perform better in these subjects.

2.3.4 Characteristics of people with positive and low self-efficacy

Bandura (1993, p.144) describes the characteristics of people with positive and low self-efficacy and their effects which were summarized below:

Table 2.2. summary of Bandura (1993, p.144)'s characteristics of people with positive and low self-efficacy and their effects

People with high self-efficacy	People with low self-efficacy
- View difficult task as challenges to be attained and mastered - Set themselves challenging goals and maintain strong commitment to them	- Shy away from difficult tasks, which they perceive as personal threats - Have low aspirations and weak commitment to the goals they choose to pursue.

- Maintain a task-diagnostic focus that guides effective performance - Heighten and sustain their effort or deficient knowledge and skills that are acquirable - Quickly recover their sense of efficacy after failures or setbacks - Approach threatening situations with assurance that they can exercise control over them	- Maintain a self-diagnostic focus rather than concentrate on how to perform successfully - Dwell on their personal deficiencies, on the obstacles they will encounter and on all kinds of adverse outcomes, when faced with difficult tasks - Slacken their efforts and give up quickly in the face of difficulties - Slow to recover their sense of efficacy following failure or setbacks
Effects of high self-efficacy	Effects of low self-efficacy
- enhances personal accomplishment in many ways. - Fosters interest and deep engrossment in activities - Reduce stress and lowers vulnerability to depression.	- Lose faith in their capabilities - Fall easy victim to stress and depression.

2.3.5 Self-Efficacy in education and assessment

Academic self-efficacy is typically defined as the student's belief that they can achieve the task of subject-specific (Rosen et al., 2010). Lennon (2010) specifies that self-efficacy influences specific motivations and behaviors that can encourage or discourage effective performance; therefore, self-efficacy beliefs should be examined in order to understand academic outcomes. In light of this, Jaekel (2018) indicates that self-efficacy is a psychological construct that has been consistently confirmed to predict academic outcomes. In a similar vein, Girmay (2019) suggests, self-efficacy belief is one of the key factors toward both learners' and teachers' performance and achievement in education, influencing their choices of action they pursue. Simply put, possessing positive self-efficacy belief toward activity leads to effectiveness.

In Bandura (1993)'s perspective, the key objective of formal education is providing students with the intellectual tools, "self-beliefs, and self-regulatory capabilities to educate themselves throughout their lifetime" (p.136). Although technological change has facilitated self-directed learning, self-regulatory skills will not much take part in students' learning unless they can apply during the taxing situations. Students' firm belief in their self-directed skills plays a key role in sustaining the staying power. Academic achievement is directly promoted by perceived efficacy and by increasing personal goals.

Bandura points out three levels in which self-efficacy contributes to academic development. The first level involves students' self-efficacy to regulate their own study and to become mastery in their academic activities, which in turn will determine their level of motivation, aspirations, and academic accomplishments. In the second level, teachers' self-efficacy to promote and motivate learning influences the types of learning environments teachers will design and the level of academic progress their students will achieve. The third level is related to collective instructional efficacy beliefs of faculties which will contribute significantly to their schools' level of academic achievement. Apart from students themselves, teachers and educational institutes, Bandura also suggests the influence of peers toward students' efficacy. Students who do not have a strong sense of social and intellectual efficacy are likely to go to peers who do not value academic lifestyles. In addition, family also plays a major role in students' accomplishment in school. Self-efficacious parents set positive value on education for their children and have strong sense of efficacy to instruct their children. On the contrary, parents with low sense of efficacy to regulate their children will mainly rely on educational institutions and teachers. However, parents play only a partial role in producing students' self-academic efficacy. They cannot set academic goals for their students if they do not promote their children's sense of efficacy which will lead students to view that goal as a too high standard beyond their competency.

In terms of measurement of academic self-efficacy, Bandura (1977) indicates that most studies are majorly concerned with favorable outcomes of people's expectation, instead of people's sense of personal mastery. In Bandura's point of view, to examine the effects of each other, both efficacy expectations and performance should

be evaluated in the change process. People's performance is influenced by their mastery expectations which will later be modified by the cumulative effects of people's efforts.

Bandura (2006) suggests that measurement should be focused on both specific and general aspects grounded on the types of academic outcomes being appraised, for instance, examining score of algebra exam for specific outcome, and looking at GPA for general outcome.

Lennon (2010) gave an overview of the types of self-efficacy measurements used in 26 research studies related to school performance between 1997 and 2008. Lennon found that out of 26 studies, 24 different measurements were used, emphasizing the great variability in self-efficacy assessments. Most measures also followed Bandura's recommendation to emphasize on specific set of tasks that students feel confident in their performance. The findings revealed numerous types of self-efficacy, namely, academic self-efficacy, social self-efficacy, and self-efficacy for self-regulated learning. The major number of studies also exploited self-report measures including the items such as "How confident are you that you can perform each of the following reading tasks?" and "How well can you finish homework assignments by the deadlines?" (p.94). Several measures also employ a Likert scale where, "for example, 1 is not well at all and 7 is very well" (p.95).

2.3.6 The effects of self-efficacy in language learning

In the 21st century, research on self-efficacy in the context of foreign language (FL) learning gained prominence as the study of second language (L2) motivation entered its cognitive situated phase and during this time, L2 motivation researchers turned to educational psychology's theoretical foundations to guide their exploration and comprehension of language development (Mills, 2014).

Nitko (2001) contends that educators aiming to improve language learning performance should place emphasis on addressing factors related to language learning anxiety. According to Nitko, three primary sources of students' anxiety include: insufficient competence, inadequate study skills, and inaccurate self-perceptions regarding their abilities. Consequently, students' self-belief in their capabilities is among the factors contributing to language learning anxiety, which subsequently impacts their performance. Similarly, Bandura (2006) posits that research demonstrates self-efficacy in a second language context influences learners' motivation

and learning outcomes. He suggests that as a critical component of human agency, self-efficacy serves as a mediator connecting learners' aptitude, prior achievements, and forthcoming performances.

Ching (2002) highlighted the importance of self-efficacy in students, demonstrating that those with high self-efficacy beliefs were more likely to set challenging goals, work harder, and exhibit resilience. Transitioning to the realm of technology, Lamboy (2003) showed that an online learning environment that caters to various learning styles can positively impact language learners' self-efficacy beliefs, emphasizing the potential of technology and effective instructional design in boosting students' self-efficacy.

Further exploring the effects of self-efficacy, Liem, Lau, and Nie (2008) found a direct positive relationship between self-efficacy and performance-approach goals, as well as a negative relationship with performance avoidance goals among Singapore secondary students studying English. Raoofi, Tan, and Chan (2012) also identified self-efficacy as a significant factor in second language learning contexts, with contextual factors like classroom interaction and teacher efficacy playing a crucial role in motivating students to perform specific tasks.

Currently, in the Thai context, there is limited research examining the relationship between self-efficacy and students' outcomes. Anyadubalu (2010) conducted a study that aimed to investigate the relationship between middle-school students' perception of their self-efficacy and anxiety in learning English and their actual performance in the language. The researcher selected a sample group of 318 participants from a population of 400 students and tested several research hypotheses. The study found that both English language anxiety and general self-efficacy were strong predictors of English language performance among students. Similarly, Kitikanan and Sasimonton (2017) focused on the link between self-efficacy in various language learning aspects and overall English learning performance among Thai L2 learners. This research revealed a strong positive correlation between self-efficacy in each language aspect and overall English learning achievement.

In conclusion, studies have emphasized the role of self-efficacy as a mediator connecting learners' aptitude, prior achievements, and future performances, and have demonstrated the potential of technology and effective instructional design to

boost self-efficacy. Furthermore, research has shown the influence of contextual factors, such as classroom interaction and teacher efficacy, on students' motivation to perform specific tasks. Despite the limited research available in the Thai context, existing studies have provided valuable insights into the relationship between self-efficacy and students' outcomes in various aspects of language learning. As a result, these findings pave the way for future research to further explore and develop interventions that aim to enhance self-efficacy in both traditional and online settings, ultimately improving language learning experiences and outcomes for students around the globe.

2.3.7 Promoting students' self-efficacy

Based on Bandura (1993), students will be vulnerable to attainment anxiety if they have a low sense of efficacy to regulate their academic requirements. When they face difficulty and failure, their sense of efficacy will be weakened. Academic anxiety can be best remedied by developing students' sense of efficacy which can be done by promoting cognitive abilities and self-regulated skills. Given Bandura (1993)'s ideas, Lennon (2010) recommends improving students' self-efficacy through environmental intervention, namely, "1) having more challenging tasks for students to participate, 2) creating more opportunity for useful feedback" (p.92). Lennon believes self-efficacy and academic outcomes will be improved from these interventions.

In addition, Bandura (1977) proposes that self-efficacy can be best enhanced by applying powerful induction procedures beginning with developing "capabilities, then removing external aids to verify personal efficacy, then finally using self-directed mastery to strengthen and generalize expectations of personal efficacy" (p.202).

Furthermore, Bandura (1993) also suggests building self-efficacy and promoting academic achievement through setting learning environment to support acquirable skills, learning environments that construe ability as an acquirable skill, understating "competitive social comparison, and highlighting self-comparison of progress and personal accomplishments" (p.125).

2.4 Previous studies

Previous studies related to investigating the effects of collaborative CLIL teaching between the ESP teachers and PR professionals on the improvement of students' content knowledge, specialized language, and awareness of professional culture have been thoroughly explored.

2.4.1 CLIL and ESP

This section examines the relationship between CLIL and ESP, exploring the challenges and opportunities in their implementation, and discussing the potential benefits of combining these two approaches in higher education.

Yang (2016) conducted a study that observed 21 CLIL and ESP courses at a national polytechnic university in Taiwan, finding confusing practices in which CLIL teachers spent more time on content teaching and ignored students' linguistic achievements. Similarly, Arnó-Macià and Mancho-Barés (2015) analyzed CLIL programs at a university in Catalonia, Spain, and found blurred guidelines for CLIL implementation. This led to a number of studies calling for the collaboration between CLIL and ESP.

Alhasani (2017) indicated that ESP is more promising in coping with students' linguistic challenges, but it needs CLIL components and vice versa. Leshchenko, Lavrysh, and Halatsyn (2018) found that ESP and CLIL are interdependent approaches contributing to students' learning motivation as well as language and field-related content acquisition. Woźniak (2017) found that ESP teachers view their double roles as an opportunity to expand their knowledge and recommended CLIL and ESP integration at the university level. Needs analysis in ESP can also be transferred to CLIL courses in higher education settings, according to Ruiz-Garrido and Fortanet Gómez (2009).

Several studies have found benefits of CLIL implementation in ESP courses. Tzoannopoulou (2015) embedded the 4Cs Framework in an ESP Journalism course at a Greek university and found a higher level of students' motivation, learning, and engagement. Al Amrani (2019) found that CLIL in an ESP class focusing on comprehension and vocabulary development yielded satisfactory results in language

learning and increased students' motivation. Kováčiková (2020) found that the experimental group improved their language communicative competences significantly, and the students' opinion of CLIL in ESP classes was positive through project work. Phoodokmai (2011) implemented CLIL in ESP class and found that students' English skills, engagement in classroom activities, and attitude toward learning were improved. In Chansri (2015)'s 12-week experiment, CLIL was conducted in an EAP course with agricultural students, and the findings reported that the students' English language abilities, agricultural content, and cultural knowledge were enhanced with statistical significance.

Teachers' viewpoints toward CLIL implementation in ESP have also been investigated. Inozemtseva and Troufanova (2018) found that ESP teachers in Russian engineering universities admitted they had a deficit in methodology to integrate language and specific content, poor or lack of skills of scaffolding techniques, and inadequate cross-disciplinary collaboration between the teaching staff. On the other hand, Wahyuningsih, Widiati and Anugerahwati (2016)'s study found that ESP teachers expressed positive opinions toward the CLIL approach in the teaching of ESP, although they agreed that they experienced some challenges and difficulties.

To improve the implementation of the CLIL approach in ESP courses in higher education, Kováčiková (2020) provided guidelines for the Slovakian context, which can be applied in other ESP contexts. The guidelines include topics for projects in ESP classes that should correspond with the students' specializations, preparation for their professions, language teachers' cooperation with teachers of professional subjects, connection of project elaboration with real-life professional world, engagement of students in decision-making and suggestion of project topics, and support of cooperation of other vocational universities inside and outside.

2.4.2 CLIL and PR field

While there is limited research on the implementation of CLIL in the PR particular field, the existing studies provide evidence that CLIL can improve students' language and content knowledge, communication skills, motivation, and critical thinking skills. The following sections examine the results of various studies that have investigated the effectiveness of the CLIL approach in PR and related fields.

The study related to CLIL in an ESP context in a PR sector is Peterson's (2019) study, which discusses the experience of CLIL teaching in Business English for Advertising and PR students. The course included various teaching methods, the use of authentic audio-video materials, and creative tasks such as organization and holding of presentations and business role-playing games. The use of mobile learning and the adoption of project methodology allowed students to apply their knowledge and skills from other areas of advertising and PR. The study showed that students were more interested in a foreign language for personal growth and cultural knowledge. The study found that a professional foreign language course should also involve the correlation of a foreign language with the disciplines of specialization. This contributes to the development of students' cognitive activity, creativity, teamwork, and analytical skills. The study also found that modeling professional activity in role-playing game conditions developed and improved the professional competence of students. The study emphasizes the importance of professionally oriented English language teaching in developing students' cognitive activity, imagination, creativity, teamwork skills, and the ability to conduct analytical work. The study found that a Business English course that combines the CLIL approach and mobile learning has a synergistic effect on learning outcomes.

In 2014, Ginesta Portet and Hitchen investigated the application of CLIL methodology in the content subject course – Current Affairs Workshop elective course – at the University of Vic, where students with different backgrounds and levels used English as the language of instruction to learn journalistic opinion genres. The university committed to enhancing students' English skills, particularly those of domestic students, to align its programs with the demands of the global society. For this reason, some degrees, including Journalism, incorporate CLIL methodology to achieve this objective. Journalism students have 15 mandatory ECTS in English for Journalism, covering grammar, vocabulary, listening, reading, writing, and speaking, and they can take optional English credits related to their specialization. The Current Affairs Workshop is one of these elective courses. For two years, the course has been co-taught by a content lecturer and a language lecturer, and the academic outcomes have been satisfactory. The course comprised theoretical and practical components, and students worked in interdisciplinary groups to create genuine journalistic content on various

subjects, utilizing sources such as newspapers. Domestic students acknowledge that working in groups with international peers has improved their fluency, vocabulary, and communication skills. Mixed groups enable students to exchange knowledge, skills, and different perspectives from their respective academic traditions. The synergies resulting from mixed working groups are considered one of the most significant factors contributing to the course's success. Another critical factor is the practical structure of the course, emphasizing experiential learning over theory as the basis for knowledge creation. Despite the challenge of varying English proficiency among the students, informal feedback from the students indicated their satisfaction with the course, and they expressed willingness to recommend it to others.

Baranova, Kobicheva, and Tokareva (2019) also conducted a study of CLIL in a content subject course at St. Petersburg Polytechnic University to evaluate. A multidisciplinary pedagogical team was created to conduct an experiment on two groups of fourth-year students from the department of "Advertising and Public Relations", one using the CLIL methodology to study "International Business" and the other not using CLIL. Prior to the experiment, both groups were tested to determine their level of English proficiency in listening, reading, writing, and speaking. The experiment was conducted for one semester, and both groups were tested again at the end of the semester. The results showed statistically significant differences between the two groups, with the CLIL group outperforming the non-CLIL group in almost all categories except for listening. However, the use of CLIL did not negatively affect the results of the professional discipline exam. The study concluded that the use of CLIL is more effective than traditional teaching methods and supports the necessity of using CLIL in modern educational programs for developing language competence in the process of mastering professional disciplines. Furthermore, the same authors conducted another study to examine the impact of content-language integrated education on students' motivation in Advertising and PR courses at St. Petersburg Polytechnic University. The study found that the use of CLIL methodology had a positive impact on students' motivation and can be considered successful.

Lavrysh, Saienko, and Kyrychok (2021) conducted a mixed-methods study to investigate the impact of technology integration on authenticity in CLIL classes at the National Technical University of Ukraine. The study involved 15 teachers and 45

second-year PR students who were randomly divided into control and experimental groups. The course "System of Marketing Communication" was taught using different approaches to technology integration and authentic learning methods. The study found that technology integration was crucial to introducing authenticity in the class, as it provided an opportunity for teachers to bridge the gap between the classroom and the real world and contribute to the implementation of the four pillars of CLIL strategy. Technology integration also transformed the students' perception of studying from theoretical to practical and engaging. The study assessed both groups using a summative problem-based project, and the results were compared according to a rubric developed according to the course objectives and outcomes. The research found that an authentic educational environment in combination with technologies transforms the educational process from learning for graduate examination into lifelong learning. The study also highlighted that new media formats and online communication strategies require a clear algorithm for integrating them into authentic educational practice. Finally, the research held a reflective discussion with experts, teachers, and students to get their feedback on the challenges and perspectives of authentic learning and technology integration.

The reviewed studies indicate that the CLIL approach can be successfully implemented in various PR contexts. Despite the limited research in this area, the studies suggest that the CLIL methodology positively impacts students' motivation, language proficiency, and professional competence. The use of different teaching methods, the incorporation of technology, and the application of authentic learning methods have shown promising results in enhancing the quality of education and achieving the objectives of CLIL. The studies emphasize the importance of developing students' cognitive activity, creativity, teamwork, and analytical skills, which are essential for professional success in the globalized world. Therefore, the CLIL approach is a useful tool for developing language competence in the process of mastering professional disciplines in modern educational programs. They also suggest that this study is unique in its collaboration with PR professionals, as opposed to content teachers, and that it is implemented in an ESP PR context, which is an area with limited research.

2.4.3 Collaboration with industry experts

While utilizing domain experts during the needs analysis phase to design courses is a common practice in ESP, it is not commonly utilized in CLIL for course design. The following studies on ESP provide insights on the successful implementation of domain expert involvement during the needs analysis phase.

The study by Malicka, Gilabert Guerrero, and Norris (2019) highlights how findings from a needs analysis in the domain of hotel receptionists' jobs can be used to design effective pedagogic tasks. The study used in-depth qualitative data collection methods, including interviews and observations with domain experts and domain novices in Barcelona, Spain. The study found that the information obtained from a needs analysis can be effectively applied to task design, and in particular, how the information about a task's difficulty can serve to establish tasks that vary in levels of cognitive load.

Similarly, the study by So-mui and Mead (2000) investigated the workplace English needs of textile and clothing merchandisers who communicate in the international marketplace. The authors aimed to develop teaching and learning materials that match the specific workplace needs of merchandisers. The study found that merchandisers require considerable business communication skills in addition to specialist technical knowledge and that their role involves communication with several parties, including buyers, suppliers, and manufacturers, who are often based in different countries and require the use of English for communication. The study employed questionnaires, telephone interviews, analysis of authentic correspondence, and visits to the workplace to obtain a detailed understanding of the communication demands placed on merchandisers in this business environment.

The study by Jasso-Aguilar (1999) examined the needs analysis for hotel maids using qualitative techniques. The study aimed to identify the language needs of hotel maids for an English course being developed by a human resources staff member at a hotel in Waikiki. The study found that the job of the day shift housekeepers occurs in solitude, with very few situations in which the need for English language arises. The paper concluded with a critique of the unbalanced distribution of power and a call for researchers to utilize a more critical perspective in needs analysis, which allowed for the inclusion of a wider range of people's voices.

The paper by Cowling (2007) described a case study of the needs analysis stage in the development of English language intensive courses for a large Japanese industrial firm. The study highlighted the importance of using multiple sources and methods in data gathering to validate results, and discusses the perceived needs of different informant groups, resource constraints, data gathering techniques, and syllabus design in light of current theory and research. The sources for needs analysis in this study included the sales director at NIC who is responsible for language training contracts at MHI, the staff of MHI's training section who requested the intensive course, the English language instructors at MHI, the learners who would be required to take the intensive courses, and domain experts. The paper emphasized the complexity of course and syllabus design and the need for careful planning and execution.

Chew's (2005) study investigated the English language skills used by new graduate employees in their daily work across four banks in Hong Kong. The study used interviews and questionnaires with 16 new bank employees to determine what proportion of daily communicative tasks were carried out in Cantonese and English, which English language skills were used more frequently, and the extent and reasons for difficulty in using English. The study found that Cantonese was used in spoken discourse and English was used in written discourse, highlighting the need for employees fluent in both languages to achieve maximum productivity.

Overall, these studies demonstrate the importance of conducting a thorough needs analysis and working with domain experts when designing ESP courses. While each study focuses on communication elements, they all illustrate how working with experts in specific domains can lead to effective course design.

As mentioned earlier, the participation of domain experts in the course design process is not commonly practiced in CLIL settings, although it is prevalent in ESP. However, as pointed out by Vázquez (2014), the most common approach in CLIL is to bring in experts from various disciplines who have a high level of proficiency in the foreign language. The studies discussed below provide examples of such collaborations in CLIL course design.

Morikoshi, Tanaka, and Yoshida (2018) created a CLIL textbook for a "Hospitality and Tourism" class in Japan, incorporating various activities such as pair

work, group discussion, and online exercises. They collaborated with local industry experts, including certified guide-interpreters, government officials, and academics, who served as guest speakers. Additionally, international guests were invited to speak as part of a class project aimed at teaching students event management skills and how to collaborate with others to organize, manage, and host lectures that were open to the public. The results showed that the CLIL approach was well-received by students, who enjoyed studying hospitality and tourism in English. The various contents and activities in the course, such as pair work, discussions, presentations, and event management, as well as guest speakers from both local and overseas, helped enhance the students' 4Cs which increased their awareness and understanding of other cultures and values.

Snauwaert (2010) proposed an innovative approach for Commercial Engineering students to acquire intercultural competence in their home country by collaborating with industry specialists in a Spanish CLIL course. The course, named "Doing Business with Latin America," was taught in Spanish, with each specialist focusing on their own materials. The course was divided into three parts, namely a linguistic component, a macroeconomic component, and a more business-economic component. In the linguistic component, students revised grammar rules and business-related vocabulary necessary for comprehending specialized written sources. An economist with mastery of Spanish language provided first-class economic information to students. The third part of the course was conducted by guest lecturers, who were either native Spanish speakers or had a perfect command of Spanish and shared their experiences of real business practices in Latin America, providing concrete examples of different negotiation codes students studied in intercultural management theories. To develop managerial skills in students, the course adopted a project-based approach. Students applied the theoretical framework taught by various lecturers and demonstrated intercultural awareness and empathy in a cross-cultural experience that they could encounter in their home country.

Omori and Kuroda's (2022) research exemplified the use of external experts to enhance the CLIL learning experience. The program was designed to improve the Japanese language proficiency of international students by focusing on Japanese pop culture and integrating the 4Cs into its approach. The program was divided into four main components: an intermediate Japanese language course, Japan

studies, field trips, and project work. The Japanese language course involved learning pop culture-related vocabulary through reading materials and in-class activities. The Japan studies component included lectures by external experts and practitioners in various fields related to pop culture, such as traditional Kabuki, animation, manga culture and industry, and the spread of Japanese pop culture worldwide. During the lectures, there were discussions, group work, and various activities based on the theme. The field trips included visits to the Ghibli Museum and Tachikawa MANGA Park to apply what they had learned in the Japanese language course and Japan studies. The project work component aimed to achieve the program's goal of "international students learning about what they are interested in, authentically using Japanese" and the program's design policy "using previously learned knowledge to achieve something." Students with similar interests collaborated to create their original Karuta, linking them to current knowledge and touching on manga-related terms. Through participation in cognition-conscious activities, the students deepened their understanding of the content and improved their communication skills. They also gained the ability to collaborate with a diverse community. The program's multidimensional CLIL practice, which integrated the 4Cs, resulted in higher language proficiency than anticipated, ranging from A2 to B1 on the JF (Japan Foundation) Standard for Japanese-Language Education based on CEFR.

These studies show that while the involvement of domain experts in course design is not typically used in CLIL, there are some examples of collaborations with experts in different disciplines. Collaborating with industry professionals, guest speakers, and external experts can enhance students' learning experiences by providing them with real-world knowledge and skills, promoting awareness and understanding of other cultures and values, and improving their communication and language learning skills.

2.4.4 CLIL and cognitive development

The following studies provide insights into the effects of CLIL on cognitive development.

Pinner (2013) discussed the impact of CLIL on language learning by providing an effective means for achieving "authenticity of purpose" and increasing engagement and motivation in the learning process. The paper began by highlighting

the sociocultural background of CLIL and its emphasis on lower and higher order thinking skills (LOTS and HOTS), which made it more cognitively engaging for both learners and teachers. Despite being demanding, CLIL can lead to increased motivation and engagement among learners. Additionally, the paper discussed the interplay between motivation and authenticity and emphasized the importance of using authentic materials in CLIL. The article acknowledged some criticism of CLIL and stressed the need for a sociocultural learning environment to effectively implement CLIL. The author advocated for a CLIL approach that combines authentic materials and higher order thinking skills to increase exposure to authentic content and improve motivation to learn.

Hapsari's (2012) study highlighted the challenges of implementing CLIL in the Indonesian curriculum based on literature review and research findings, which highlighted issues related to cognition and communication. The paper concluded that CLIL is an innovative approach that integrates language and content and can enhance higher-order thinking and problem-solving skills, making students more competitive in the global market. However, the study emphasized the importance of adapting the curriculum to the students' needs and providing appropriate teacher training to avoid failure in developing students' cognitive and academic language proficiency (CALP). Failure to consider these factors may lead to confusion among students and hinder the development of their higher-order thinking and problem-solving abilities.

Reitbauer et al. (2018) argued that while there had been extensive research on CLIL, the actual process of integrating content and language has been largely neglected. The paper emphasized the importance of language in building knowledge and suggested that CLIL practitioners, particularly in "hard" versions of CLIL, needed to focus on the cognitive processes involved in the construction of knowledge. The authors provided a framework for CLIL teachers to improve the integration of content and language, including assessment of intrinsic cognitive load, reduction of extraneous cognitive load, and activation of cognitive resources. The authors described a task taken from a CLIL training course for content specialists to help participants experience an interactive approach to teaching from the students' perspective and then reflected on their experience and challenge their assumptions

about the role of language in teaching and learning. The authors suggested that CLIL teacher training courses should incorporate cognitive-linguistic principles to make the process of integration in CLIL more effective and lead to better learning outcomes.

Méndez García's (2014) study provided evidence that CLIL education had a positive effect on students' cognition. The data obtained suggested that CLIL learners exhibit higher-level thinking cognitive gains, such as critical thinking and restructuring of mind schemes. The study indicated that CLIL may lead to awareness-raising, making the knowledge of other social processes an intrinsic element of the school curriculum.

Finally, Campillo-Ferrer, Miralles-Martínez and Sánchez-Ibáñez (2020) investigated how CLIL supports cognitive development in primary education in Spain. The study used mixed methodology and involved 129 primary school teachers from the Region of Murcia, most of whom had 10 years of teaching experience and 3 years in CLIL programs. The study aimed to answer four research questions related to the promotion of cognitive categories, higher-order thinking skills, resources used, and the use of L1 in CLIL lessons. The study revealed that although CLIL programs aim to improve cognitive and language skills, teachers' views on the cognitive dimension revealed some shortcomings in their teaching practice. Teachers tend to focus more on activating prior knowledge than developing problem-solving skills, resulting in more activities that encourage LOTS than HOTS. The study identified experience in CLIL programs as an important factor in contributing to the development of sophisticated reasoning. Furthermore, the study revealed that the use of L1 mainly for explanatory and scaffolding purposes in CLIL lessons is common practice, although there are significant differences among respondents based on contextual and professional factors.

In conclusion, the studies discussed above shed light on the impact of CLIL on cognitive development. While CLIL has shown potential for improving learners' higher-order thinking skills and problem-solving abilities, implementing CLIL effectively requires adapting the curriculum to students' needs, providing appropriate teacher training, and using authentic materials to increase engagement and motivation.

2.4.5 CLIL and students' self-efficacy

Previous research indicated that CLIL can have a beneficial impact on students' self-efficacy beliefs in English, as well as their confidence in utilizing the

language. The findings revealed that CLIL has been associated with the enhancement of students' self-efficacy in a range of areas, such as communication skills, critical thinking, language proficiency, intercultural competence, and teaching skills. This suggests that CLIL can provide students with the chance to develop a diverse set of skills that contribute to their overall success in learning.

Girmay (2019) conducted a study to investigate 100 students' and 25 teachers' self-efficacy beliefs and opinions toward hard CLIL in a vocational college in Ethiopia. The main research instrument was a closed and structured questionnaire, and the results were analyzed using a T-test. The findings showed that both students' and teachers' self-efficacy beliefs were very low, and their perception toward hard CLIL approaches was also significantly negative. Girmay concluded that the results may illustrate that CLIL in this college was not implemented properly, leading to an unsuccessful result in enhancing self-efficacy.

On the contrary, Ohlberger and Wegner (2019) found a positive effect of CLIL on students' self-efficacy. They examined if the CLIL approach at a German school could help a total of 330 students aged 15 to 16 gain more self-efficacy and reduce their language anxiety when studying biology in English. Pre-post-follow-up questionnaires were used, covering topics such as English disinterest and anxiety and self-efficacy beliefs concerning the bilingual intervention, and students' favorite subjects choosing between biology, English, both, and neither. The findings revealed that English anxiety could significantly be lowered, and students' self-efficacy increased due to the CLIL approach. Ohlberger and Wegner concluded that the results may indicate that in the CLIL approach, the English language is no longer the main highlight as it is in other language lessons. Students in this study express their thoughts freely without consequence, hence becoming more confident. However, the researchers called for more research to confirm whether the findings would be the same for other age groups and subjects as well.

Similarly, Onoda (2019) reported the effects of using a CLIL-based approach employing authentic problem-solving group projects to have a positive impact on the linguistic skills and critical thinking skills of third- and fourth-year, English-major undergraduate students in an English teacher education program in Japan. The study was implemented over one academic year in CLIL-based classes where

participants participated twice a week. At the beginning and end of the academic year, a test assessing interactional skills and oral fluency was adopted to measure participants' English speaking skills. Furthermore, to investigate changes in their critical thinking skills, two groups of students were interviewed and asked to fill out questionnaires. The results revealed that students' interactional skills, L2 oral fluency, and critical thinking skills were significantly improved. In addition, it also confirms that the CLIL-based approach, through repeated exposure and use, can be adopted to enhance students' self-efficacy and intrinsic motivation. Despite this, Onoda emphasized that the CLIL-based approach in this study was in unique circumstances, and investigating the effects of this approach with participants having different proficiency levels may be necessary.

In addition, Carloni (2015) developed a successful CLIL course using corpus-informed teaching materials that targeted academic prose in English. The Language Triptych was used as the theoretical framework, and various tools were utilized to obtain discipline-specific language and academic language. The integration between technology and CLIL pedagogic framework effectively supported instructors in lesson planning, material design, and lesson delivery, while students gained control to regulate their learning and obtained a meaningful experience. The findings revealed that students with positive self-efficacy employed more learning strategies than low self-efficacious students. Carloni concluded that this blended approach can effectively promote CLIL technology-enhanced teaching in multilingual, futuristic learning environments.

In conclusion, CLIL has been shown to have a positive effect on students' self-efficacy beliefs and confidence in using the language. By incorporating content from different disciplines, students have opportunities to develop a range of skills that contribute to their overall learning success. However, the implementation of CLIL should be carefully planned and executed to ensure that students can fully benefit from the approach. Collaborating with industry professionals and external experts can enhance the learning experience and provide students with relevant and authentic knowledge. Additionally, the use of technology and corpus-informed teaching materials can support instructors in lesson planning and material design, as well as provide students with a sense of control and promote self-evaluation and self-efficacy.

2.4.6 Classroom applications of corpus linguistics

It is increasingly common to use Corpus Linguistics in ESP settings. This approach enables researchers to analyze large amounts of authentic language data related to specific domains and genres, providing valuable insights into the language needs and characteristics of learners in ESP contexts. Corpus Linguistics can also be used to develop ESP teaching materials, such as specialized vocabulary lists and concordance-based activities, and to evaluate the effectiveness of ESP instruction.

For example, Marzá (2014) demonstrated the benefits of using corpora in ESP classes by conducting a corpus-based approach or DDL in a class of Introduction to English for Tourism. Through this approach, the students were taught the multiple applications and benefits of a specialized corpus and were trained to devise, compile, and exploit specialized corpora for their future needs. The findings revealed that students were highly motivated during the use of corpora in the classroom, and a corpus-based approach allowed them to become familiar with hands-on learning and inquiry-based approaches. This approach enables them to become linguistic researchers, able to discover patterns in authentic language and solve present and future linguistic needs with autonomy and ease.

Moreover, Lazić (2019) presented the possibility of using a list of lexical bundles from biotechnical research articles to design teaching materials for non-native speakers in classes of English for academic purposes (EAP), particularly in the class of biotechnology writing. The study found that pedagogically useful lexical bundles generated from corpus analysis tools could be transferred to teaching materials, such as exercises. Furthermore, students and researchers could examine and illustrate lexical bundles that authors use to explore discourse organization or present arguments.

In addition, del Mar Sánchez Ramos (2020) reported the feasibility of a corpus-based approach to teaching ESP courses for a group of 40 postgraduate students in Spain. The students had the opportunity to compile their own corpus and use corpus tools, such as LancsBox software, to explore thematic, phraseological, and terminological issues. The survey revealed that ESP students were highly positive about the corpus-based approach. The students found corpus tools highly useful, enjoyed using them as documentation resources during the course, and were pleased to employ them in their future professional careers.

Despite the extensive research on corpus linguistics in ESP contexts, there remains a scarcity of research that has explored its application in CLIL contexts. Some of them were summarized as follows:

Rizzo and Pérez (2015) reported the use of a specialized corpus to support the CLIL approach at Spanish universities. The advent of bilingual programs in tertiary education has introduced CLIL, which requires extra language support to access new knowledge. A specific corpus that encases the key vocabulary and phrases of the content language of a subject or university degree is highly relevant. The researchers focused on the language of learning and the language for learning, two elements in the Language Triptych. Although CLIL covers the 4Cs, a detailed analysis of the language of learning and the language for learning is required, and corpus tools can be utilized for this purpose. The results generated from corpus analysis have supported students in mastering the specific domain keywords, which also contributes to their understanding of the content subject. Therefore, a specific corpus brings a considerable advantage to bilingual degrees within the framework of CLIL.

Corino and Onesti (2019) demonstrated how corpus-based scaffolding practices can effectively support language aspects in a CLIL physics class. In one case, the teachers used a corpus tool to disambiguate an Italian physics term, "velocità," by providing students with English translations of either "speed" or "velocity." The teachers then used a corpus of 586,989 tokens with the Sketch Engine tool and let the students search for KWIC of both speed and velocity. This allowed the students to confirm their intuition and gain insight into the definition of the specific content. Another effective case involved using a full DDL-based CLIL didactic module for physics about Ideal Gas Law². In this case, a corpus was used to assemble LSP vocabulary and provide a warm-up summary. Students were asked to make a word list of nouns, verbs, and adjectives to become familiar with the lexical material they were going to deal with. Collocations were also extracted, and students were asked to fill in a table with the information they obtained from KWIC and collocations, as well as word sketches. Through the aid of the corpus, students not only gained specific-domain vocabulary but also accessed content knowledge through language analysis.

Abbate (2020) discusses a series of e-CLIL activities that incorporate ICT with CLIL, which were used in upper secondary classes in Italy. These activities

focused on Geography and were designed with Cooperative Learning in mind, covering areas such as reading and listening comprehension, grammar learning, and vocabulary building. Students used their own devices to access and submit the activities through an e-learning platform monitored by the teacher. The use of web corpora allowed students to participate actively in the lesson, even if they were not yet proficient in the subject matter. These corpora provided them with access to topic-specific terminology that might have been difficult to understand in their first language. The activities encouraged collaboration among students, and the active learning tasks helped them to better understand phraseology and improve their fluency in English. Overall, these e-CLIL activities were successful in promoting active learning, co-operation, and language proficiency in L2.

Carlioni (2015) discussed the success of the CLIL Learning Centre at the University of Urbino in Italy in developing corpus-informed teaching materials tailored to CLIL courses using content-specific corpus-driven findings. The focus of the corpus-informed activities was to help CLIL students tackle academic prose in English. The theoretical framework used was the Language Triptych, a principle of CLIL coined by Coyle, Hood, and Marsh (2010). To obtain discipline-specific language or the language of learning, the Sketch Engine tool was used to identify keywords and investigate lexical bundles. Course-tailored word clouds containing Sketch Engine-retrieved keyword and n-gram lists were also generated using Wordle and made available on the CLIL website for instructors and students to access before class. As for academic language or the language for learning, various tools such as the AWL (Academic Word List), the VP (Vocabulary Profiler), WordSift, the service Word and Phrase – Academic in the Corpus of Contemporary American (COCA), Concord Writer, and Just the Word were utilized. Both instructors and learners were encouraged to access these tools and analyze the data autonomously both online and offline. Although the language through learning was not processed through corpus linguistics, Carlioni suggested that it can be promoted by inviting English native-speaker experts into class to provide language through learning on the spot. Furthermore, this report encouraged the use of corpus linguistics activities through the CLIL website to support language scaffolding in CLIL. The integration of technology and a CLIL pedagogic

framework effectively supported instructors in lesson planning, material design, and lesson delivery.

In conclusion, the use of Corpus Linguistics in ESP settings has proven to be a valuable tool in analyzing large amounts of authentic language data related to specific domains and genres, providing valuable insights into the language needs and characteristics of learners in ESP contexts. Its potential has also been demonstrated in CLIL contexts through the development of course-tailored corpus-informed teaching materials and the use of corpus-based scaffolding practices to support language aspects in CLIL classes. The incorporation of ICT with CLIL has also been successful in promoting active learning, co-operation, and language proficiency in L2. Overall, the integration of Corpus Linguistics with ESP and CLIL pedagogic frameworks has shown promise in enhancing language learning and teaching.

2.4.7 Corpus Linguistics in PR and related domains

Reppen (2010) emphasizes the significance of researchers conducting a thorough investigation into the availability of a suitable corpus before creating a new one. In accordance with this, a review of prior research concerning corpus linguistics in PR and its related fields was undertaken.

Chavanachid and Sripicharn (2019) conducted a corpus-based study to investigate the differences in move structure, linguistic features, and communicative purposes between English-language press releases and corresponding news reports published from 2010 to 2017. They created a website that automatically collected all press releases issued in Thailand since 2010 and collected 60 products and services press releases (approximately 50,000 words) written by Thailand-based companies along with 60 corresponding news articles (approximately 40,000 words) from two local English-language newspapers: The Nation and Bangkok Post. The study used QDA Miner Lite software to manually interpret and assign moves for each genre to accurately compare their structure and lexico-grammatical features. AntConc software was used to analyze the keywords of the two sets of data to explore their unique lexicogrammatical features, and the concordance tool in AntConc was employed to analyze and explain how these words were used. The study compared the data based on Catenaccio's (2008) framework on move analysis of business press release, and three university lecturers with backgrounds in genre analysis were asked to be the co-raters

for more reliable move analysis. The corpus not only allowed for a large amount of data comparison and analysis but also revealed the extent to which journalists manipulate and control information by selectively offering it to their audiences.

Similarly, Maat (2007) conducted a genre analysis study on Dutch-language corporate press releases and corresponding news reports to investigate how journalists handle promotional language in press releases when they are reused in different journalistic genres. The study used a new coding system to analyze 89 press releases and their journalistic transformations. Two press release corpora were created: the first containing 39 Dutch-language airline press releases from specialized magazines and news reports provided by a PR agency, and the second consisting of 50 press releases from major companies in various sectors operating in the Netherlands. Both corpora were coded by two coders and compared to identify how promotional language was handled differently in different sectors of the press. The study found a genre conflict between press releases and the journalistic subgenre of hard news writing.

Jiang (2014) conducted a study on English-language online smartphone press releases (OSPR) to examine move patterns, keywords, collocations, and communicative purposes. The corpus used in this category-based analysis contained 230 OSPRs (154,912 words) from popular smartphone websites such as Apple, Samsung, LG, Vodafone, Motorola, Nokia, HTC, Blackberry, Asus, Acer, and Microsoft, published between January 2008 and September 2010. The study excluded boilerplates, retaining only one from each company to avoid repetitive collocations. The data were analyzed for the top 20 content keywords, top 20 adjective collocates, and top 10 verb collocates using AntConc software based on their frequencies. The author also examined grammatical patterns of adjective+noun, noun+adjective, verb+noun, and noun+verb. The move sequence analysis was conducted based on Catenaccio's (2008) framework on five randomly selected OSPRs from five companies with the highest number of texts in the release, and their brand popularity. The communicative purpose(s) of OSPRs were examined at the sentence level for each move of the five press releases. The study concluded that while OSPRs appeared informative, they carried an implicitly self-promotional purpose.

Clough, Gaizauskas, and Piao (2002) developed a corpus called METER to investigate journalistic text reuse. The corpus is composed of more than 1,716 texts selected specifically for analyzing text reuse in news articles. It includes news stories written by the Press Association (PA), the primary UK news agency, and corresponding news articles from nine major British newspapers, including *The Times*, *The Guardian*, *Independent*, *Telegraph*, *Daily Mail*, *Express*, *The Sun*, *Daily Star*, and *The Mirror*. The news stories written by the PA are commonly reused by other documentary sources such as press releases, court reports, and technical documents. The texts were carefully selected based on pre-defined criteria such as domains, styles, lengths, and catchlines. The study focused on daily news events or hard news in two areas of news reporting: law and courts, and show business, during a one-year period between July 12, 1999, and June 21, 2000. The creation of METER illuminated the issues surrounding the development of a corpus for a specific purpose, and the resulting corpus was of high quality and reliability. It was large enough to be considered a representative sample of contemporary British Press.

Li and Yang (2005) used a corpus-based method to construct a statistical translation model for English and Chinese press releases. Their goal was to develop a thesaurus-like, semantic network knowledge base that can be used to predict and prevent criminal activities through crosslingual information retrieval. To accomplish this, the researchers collected English/Chinese daily press releases issued by the Hong Kong Police Department and aligned them. They then used a Hopfield network-based system, which included English and Chinese phrase extraction and a parallel Chinese/English Police press release corpus, to generate an automatic Chinese–English concept space. The result was a database that could facilitate semantics-based crosslingual information management and retrieval.

Logar and Kosem (2013) utilized a corpus-based methodology to develop an e-dictionary for a freely available Slovene terminological database focused on the field of public relations. The study was part of an applied research project called TERMIS, which was financed by the Slovenian Research Agency and ran from July 2011 to June 2013. The researchers used the KoRP corpus, which consisted of 1.8 million words related to public relations and uploaded it into Sketch Engine software. Using word sketches, sketch grammar, and GDEX (Good Dictionary Examples), they

extracted lexical information, including syntactic relations, collocations, and examples, for single and multi-word terms. The extracted data were then manually reviewed by lexicographers and visualized before being imported into the Termania web portal. The final product was a publicly accessible e-dictionary of public relations terminology containing 2,000 entries with definitions, English translations, and typical collocations, which has been available since July 2013. This study demonstrated that language technologies and lexicographic tools can facilitate the development of terminological databases more efficiently and with greater objectivity.

Scherrer et al. (2014) developed a multilingual corpus named SwissAdmin, which consists of press releases from the Swiss Federal Administration in three official languages of Switzerland: German, French, and Italian. Additionally, approximately 20% of the texts in the corpus are available in English. Three versions of the corpus were created: (1) a cleaned unannotated version using the BeautifulSoup library and a language identifier, (2) a sentence-aligned version using the Moses toolkit and Fips lexicon, and (3) a POS-tagged version using the Universal tagset and the richer Fips tagset, including annotations for grammatical functions, verb valency, and collocations. The accuracy of the POS tags was manually evaluated on small excerpts of the corpus by native speakers of each language. This project resulted in a new multilingual corpus of parallel texts in the news genre, including collocation and annotations, which is a rare resource.

Lischinsky (2011) reported some empirical data of the discursive construction of the global financial crisis in annual reports with the help of a corpus-based approach. The aim of the study was to understand how economic actors selectively shape public perceptions of critical events which are linked to public relations discipline. The terms for the crisis, their collocates and their discourse preferences were retrieved from 50 financial and corporate social responsibility reports for 2008 from the 75 largest Swedish companies. The corpus contains 1,541,783 words, covering both purely economic aspects and the broader context of sustainable development. The documents were uploaded into AntConc, the corpus analysis tool after they were digitally converted to raw text and hand-checked for conversion errors. The analysis focused on wordlists, keyword-in context compared with a reference corpus, concordances and collocation based on statistical significance including

frequencies and MI score. The findings provided a first point of entry and revealed that non-financial outcomes still occupied a largely marginal position within annual reports regarding global financial crisis.

In a cross-cultural and corpus-based study, Sznajder (2016) examined discursive practices by comparing keywords in English versions of corporate press releases published by British, Spanish, and Polish energy companies. The study aimed to provide insights into these practices and covered a wide range of themes, with three corpora of press releases randomly collected from 2010 to 2014. All companies selected for the study were market leaders in their countries and operated internationally. The British corpus contained 151 press releases (121,767 words), the Spanish corpus 155 press releases (123,498 words), and the Polish corpus 200 press releases (122,896 words). The reference corpus consisted of 626,536 words from articles dealing with economic and business topics, published in well-known business periodicals between 2000 and 2014. The study used the Wmatrix software tool to identify keywords, revealing notable differences in discursive practices and lexical choices used in press releases to reach stakeholders and the public. The study provides quantitative data on keyword variation, offering insights into the discursive practices of energy companies operating in different cultural contexts.

Skorczynska (2020) conducted a study on the meta-pragmatics of e-releases, using a corpus-based approach to investigate variations in the use of first-person personal pronouns, possessive pronouns, and determiners in e-releases and their role in constructing the public image of two oil companies: BP and Repsol. The study aimed to reveal how these two organizations construct their public image in the media to gain social acceptance and investors' interest. The study built on previous research on corporate press releases but focused on their usage in e-releases published on corporate websites of different organizations. Two corpora of English-language e-releases of a similar size, nearly 100,000 tokens, covering a broad range of topics, were compiled from BP's and Repsol's main company websites from 2010 to 2017. The study identified the frequencies and referents of first-person pronouns, possessive determiners, determiners, possessive pronouns, and reflexive pronouns in both quotations and text without signaling, and grouped quotations based on their authorship. The study further classified and evaluated all the referents identified by

closely examining their context of use in small specific-domain corpora. The results showed that similar companies in the same industry may choose different styles of press release reporting to reach all types of readers and confirmed the predominant use of first-person referents in quotations.

The studies reviewed suggest that corpus linguistics has primarily been applied to investigate journalistic genres, and there seems to be a lack of research in using corpus linguistics for ESP or CLIL in PR settings. As such, this study can be seen as contributing to this underexplored area of research.

2.4.8 Advantages and drawbacks of online learning

In light of Thailand's coronavirus outbreak during the time of the current study, KMITL's elective English for PR course was delivered online from the 2019–2021 academic year. The variable that might influence the outcomes of this study is the online learning approach's inherent characteristics, which can present a combination of advantages and drawbacks.

According to Stoian et al., (2022), the benefits of online education included the flexibility to access educational resources anytime and from anywhere. Furthermore, online assessment tools like quizzes and projects offered speed, flexibility, and quick feedback, benefiting students. The authors argued that interaction with teachers and peers could be enhanced through technology and online communication. However, online education also came with challenges such as the need for new teaching strategies, reconceptualization of teaching-learning-assessment activities, and addressing technical, academic, and ethical issues related to online assessments. Teachers might encounter obstacles in interacting with students online due to low technological literacy and lack of knowledge regarding the psychological implications of using technology in teaching.

Similarly, Thamri et al., (2022), their investigation into undergraduate students' perceptions of online learning during the COVID-19 pandemic revealed advantages such as staying at home, reduced expenses, time flexibility, and access to online materials. On the other hand, disadvantages included technical problems, lack of understanding of the subject matter, decreased interactions with friends and teachers, suboptimal learning conditions at home, and lack of discipline. The study found that more than half of the respondents were unsatisfied with their

online learning experience, with technical problems and lack of understanding being the main concerns. Thamri et al. suggested that self-discipline, clarity about learning objectives, and increased engagement between learners and lecturers could enhance online learning experiences and student satisfaction.

Building on this, Stecuła and Wolniak (2022) proposed the suggestions that good contact with academic teachers considerably reduced the occurrence of e-learning disadvantages, and the more proficient a student was in information technology and the resources required for e-learning activities, the higher they evaluated the advantages of e-learning.

Ametova and Mustafoeva (2020) offered a brief overview of online learning, discussing advantages like cost savings, flexibility in study duration, and the ability to learn from anywhere without age restrictions. However, they also identified disadvantages such as lack of confidence in electronic communication processes and the absence of state distance education standards. Technical issues like internet connectivity and service availability can also impact the quality of online learning.

In the context of English language classrooms during the Covid pandemic in Thailand, various studies have examined different aspects of online learning.

For instance, Loi et al., (2023) focused on factors influencing students' acceptance of online learning, highlighting the importance of high-quality online learning systems and content, as well as addressing technophobia and improving digital competency. Institutional support, including reliable online testing systems and digital literacy training for faculty, plays a crucial role in students' motivation to learn online.

Imsa-ard (2020) investigated Thai university students' perceptions of the abrupt transition to online English language classes. The study found that students experienced both advantages and disadvantages of online learning, with an overall negative sentiment. Pedagogical implications from this study emphasize the importance of addressing technical issues, providing online learning training, and adapting lesson design to better suit online learning environments.

Kawinkoonlasate (2020) examined the effectiveness of online learning methods and tools, specifically for teaching English to Thai learners. The study

highlighted the necessity of integrating technology into education during the pandemic to safeguard health and safety. It also discussed the benefits of educational technology in fostering interaction, enhancing comprehension, and developing essential skills for today's world.

Sukman and Mhunkongdee (2021) explored Thai EFL undergraduate students' views on online English learning during the pandemic. They found mixed attitudes, with students agreeing that online learning was suitable during the pandemic, but still preferring face-to-face instruction. The study suggests addressing issues such as unstable internet connections, lack of interaction, and distractions to make online learning more effective and enjoyable.

Overall, these studies demonstrate the importance of understanding students' perceptions, addressing challenges, and providing proper support in order to enhance the online learning experience during the Covid pandemic in Thailand.

2.5 Summary

After a thorough review of the literature, it can be concluded that the CLIL approach can be effectively implemented in ESP contexts. However, most of the studies have been limited to collaborations between language and content teachers, with industry specialists mostly being invited into the classroom. This approach may not fully tap into the potential benefits of incorporating industry-specific content and language into the curriculum.

To address these gaps, the researcher of the present study aimed to develop a CLIL course in collaboration with PR professionals, with the aim of examining students' opinions of the course thoroughly. Although the collaborative approach offered a great contribution to promoting students' 4Cs skills and the self-efficacy of L2 students, given the challenges identified in previous research, careful planning and implementation are necessary to ensure that the CLIL course is optimized for the greatest possible advantages.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology employed to investigate the effects of a collaborative CLIL teaching involving an ESP teacher and PR professionals in an English for PR elective course offered to students in Bangkok, Thailand. The research was guided by four main questions:

- 1) To what extent does collaborative CLIL teaching between an ESP teacher and PR professionals improve students' content knowledge, specialized language, and awareness of professional culture?
- 2) How do students develop their learning in the collaborative CLIL teaching?
- 3) What are the opinions of students toward the collaborative CLIL teaching?
- 4) What are the opinions of students toward the collaborative CLIL teaching on the effect of self-efficacy?

The chapter provides an overview of the study's context, research design and framework, population and sample, course development, collaborative CLIL teaching approach, data collection, data analysis, validation, and summary.

3.1 Context of the study

King Mongkut's Institute of Technology Ladkrabang or KMITL is an educational institute in Thailand. The university has two campuses: Bangkok and Chumphon Campuses. KMITL offers two types of English courses: core courses and elective courses. All students in both campuses are required to take Foundation English course in their year one as a compulsory.

English for PR in this study is one of elective courses under GenEd department, available for 1st to 4th year students from the faculties which adopt 2016 and 2021 curricula. English for Professional Presentation, English for Intercultural Communication, English for Business, English for Management, English for

Marketing, English for Science and Technology, and English for PR are just a few examples of ESP courses offered by GenEd. The majority of these courses' teachers are English professors who have previous expertise instructing foreign languages. Teaching an ESP course does not require prior experience in the targeted subjects. Therefore, these ESP courses are more likely to place a strong emphasis on assisting students in developing their ability to communicate in a foreign language in a particular sector.

The researcher spent ten years working in the PR profession and related fields before becoming an English language teacher. The activities, course materials, and lesson plans are mostly based on her personal experiences. Additionally, there is just one commercial textbook of English for PR that was created and released in 2011 as of the time this research was being written. The researcher used to employ this book in one semester and discovered that the majority of the content, as well as the technical language employed, didn't seem to cover many of the more recently developed PR-related fields, newly developed technical terminology, and technical grammatical structures. As a result, the emphasis on authenticity in both ESP and CLIL may not be accurately reflected by this commercial textbook and ESP teacher's own experience.

Furthermore, there is still a dearth of study on CLIL in a class of ESP in the discipline of PR. The majority of CLIL research in the PR field is now being done in the content subject courses, not the ESP courses. The majority of CLIL research also focuses on analyzing the results of cross-curricular collaboration between language and subject teachers. The collaboration of CLIL with subject matter specialists outside of the classroom has not received much research. As a result, students may not possess all the necessary skills when they enter a particular career domain.

Amidst Thailand's COVID-19 outbreak, KMITL's elective English for PR course was transitioned to an online format starting from the academic year 2019-2021. As several studies have pointed out, online learning offers both advantages and disadvantages (e.g., Imsa-ard, 2020; Kawinkoonlasate, 2020; Ametova & Mustafieva, 2020; Sukman & Mhunkongdee, 2021; Stoian et al., 2022; Thamri et al., 2022; Stecula & Wolniak, 2022; Loi et al., 2023).

Consequently, it may not be feasible to generalize the findings of this study since the implementation of CLIL was conducted under unique circumstances.

Specifically, the selected case study involved an elective course taught in an online format, an ESP instructor with ten years of experience in PR and related fields prior to transitioning to teaching English, and an emphasis on collaboration with PR professionals rather than content teachers.

3.2 Research design and framework

As previously mentioned, KMITL offers an elective course called English for PR that falls within the GenEd. Students from any faculty may enroll in the course depending on their interests and schedules. The present study used an intact group and a one-group pre-test-post-test non-randomized design. As a result, the researchers were able to fully examine and comprehend the nature of the course.

The core idea was to integrate all four of CLIL's 4Cs: content, communication, cognition, and culture (Coyle, Hood, & Marsh, 2010). Content in this study refers to the body of information on PR. The term 'communication,' which refers especially to the specialized language used in the PR sector and similar fields, covers all three of the LT's primary objectives. 'Culture' comprises intercultural communication, ethics, and values as well organizational practices in PR and allied professions, as well as organizational cultures of in-house and agency firms. Additionally, the collaborative CLIL teaching course included the five main elements of CLIL outlined by Mehisto et al. (2008): authenticity, multiple focus, active learning, safe learning, and scaffolding. Students were able to fully benefit from the CLIL environment due to this integration. Figure 3.1 shows the framework that was employed in this investigation.

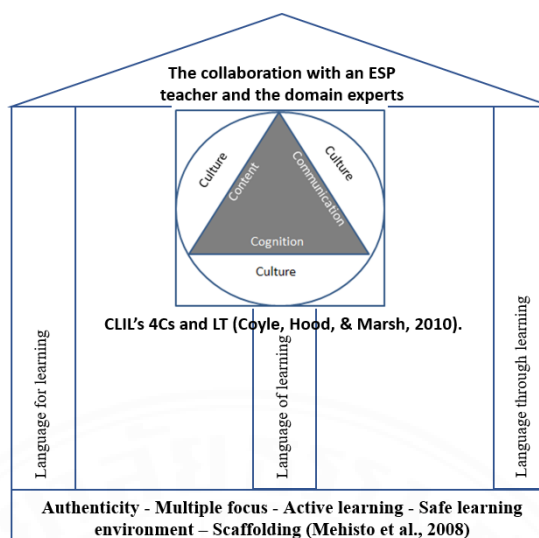


Figure 3.1 Framework of the Present Study

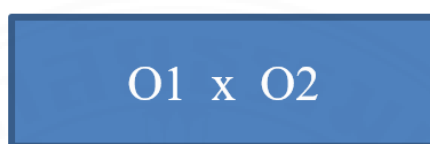
The collaboration between an ESP teacher and the PR professionals is at the forefront of the framework of the current study, which is depicted in Figure 3.1. While language of learning is the primary pillar of the classroom and is supported by two additional pillars, language for learning and language via learning, CLIL's 4Cs are at its core. The five fundamental criteria of CLIL identified by Mehisto et al. (2008) serve as the cornerstone of this course.

This study utilized a mixed method methodology, which fills a gap in ESP research, employing both quantitative and qualitative paradigms in order to respond to the request for more empirical research in the field (Master, 2005; Gollin-Kies, 2014). Consequently, six research instruments were used in this study: 1) pre-post tests on content, specialized language, and awareness of professional culture, 2) students' weekly learning log, 3) observation, 4) students' evaluation questionnaire, and 5) semi-structured interview. Instead of employing either method alone, the synergy and strength of both quantitative and qualitative paradigms were built, and a phenomenon in each specific setting were completely examined and comprehended (Gay, 2009). All instruments were pilot tested for additional validation and enhancement after being validated by three experts using the IOC Index and reviewed by Thammasat university's ethics committee prior to actual implementation.

The collaborative CLIL teaching in English for PR elective course was actually implemented over a period of 14 weeks, with each week lasting three hours.

This period included 12 weeks of instruction and two weeks for midterm and final exams, which were held during the second semester of the academic year 2021. It should be mentioned that although the course was supposed to last 15 weeks, the first week was skipped because it was usually reserved for explaining the evaluation and introducing the course.

As shown in figure 3.2, students were pretested during the first week and post tested during the last week following the collaborative CLIL teaching.



O = Pretest-Posttest, X = Treatment

Figure 3.2: Research Design

Pre-test and post-test designs are frequently employed to gauge changes brought on by experimental treatments and determine their effectiveness (Dimitrov & Rumrill, 2003). In several educational experiments, intact groups must be used by the researchers (Babayigit, 2019). The most common type of research design used by behavioral researchers to ascertain the impact of a treatment or intervention on a given sample is the one-group pretest-posttest design (Allen, 2017). However, it has received a lot of criticism, ranging from obvious issues like the lack of a control group to more technical issues like regression toward the mean (Knapp, 2016) and the possibility that some variables other than the independent variable might cause a change between the p values (Babbie, 2011). Despite this, the context of the current study is distinct in that it involves elective course with students from a variety of backgrounds and competence levels. With an experiment and a control group, the outcomes of both groups could be influenced by a wide range of factors, making it difficult to compare the two groups and providing no benefits to the students in this particular situation. Additionally, by focusing on a single group in this study, the researchers were able to thoroughly examine and comprehend the students' academic progress, growth, and opinions regarding collaborative CLIL teaching. These findings can serve as a model for future courses taught by ESP teachers as well as by other teachers working in related fields.

As a result, the advantages of the one-group pretest-posttest design outweigh the drawbacks given the context and objective of this particular research.

Since English for PR elective course was delivered online, Google Forms, phone conversations, emails, and virtual meetings using the Zoom program were all used to collect data for this study.

3.3 Population and sample

The research involved three key groups: students, professionals from the PR and related fields, and the ESP teacher who was also the researcher. The collaboration between the three key groups was a valuable asset to the study, allowing for the creation of a collaborative CLIL course that meets the diverse needs of students in the English for PR elective course.

3.3.1 Students

The population of this study included first to fourth year KMITL students. The entire set of students who enrolled in the English for PR elective course during the second semester of the academic year 2021, from January to April 2022, served as the study's sample group. Students of all years can enroll primarily based on interest. There are no prerequisites for enrollment. In previous semesters, students in this course typically came from different faculties. This suggests that the sample group's English proficiency may range from low-intermediate to high-intermediate level.

Students who participated in this elective course, English for PR, hoped to equip themselves in both specialized language and knowledge content as well as be familiar with their potential job. The fact that this set of students has special needs, is enrolled in a university, and may be beginners or advanced students suggests that they have also met both the ESP absolute and variable characteristics (Dudley-Evans & St John, 1998). As a result, it can be concluded that this particular set of students exhibits particular qualities that make them the population of interest who are able to respond to all four questions of this current study that are compatible with the purposive sampling technique.

After the invitation was explained and invitation form was sent to 43 students enrolled in the English for PR elective course during the first week of the second semester of the academic year 2021, 21 students decided to take part in the study. Nevertheless, after one student withdrew, twenty students were the main research participants.

Table 3.1 summarizes and presents the profile of the research study's primary participants, including their gender, age, year of study, faculty, major, and students' Foundation English 2 grade, all of which may have an impact on the research's outcomes.

Table 3.1: Percentage of the participants' personal information

Profile	Category	N	Percent (%)
Gender	Male	7	35.0
	Female	13	65.0
Age	18	3	15.0
	19	15	75.0
	20	2	10.0
Year of study	2	20	100.0
Faculty	Faculty of Agricultural Technology	20	100.0
Major	Fisheries Science	9	45.0
	Agricultural Communication	3	15.0
	Agriculture	8	40.0
FE2	A	2	10.0
	B+	3	15.0
	B	7	35.0
	C+	3	15.0
	C	2	10.0
	D+	1	5.0
	D	2	10.0

The study included a group of sophomores from the Faculty of Agricultural Technology, with diverse English proficiency levels, as shown in Table 3.1. The participants were predominantly female, with 15% majoring in agricultural communication, 40% in agriculture, and 45% in fisheries science.

As sophomores, the participants were required to complete the university's Foundation English (FE) 1 and 2 courses, which were designed to develop students' English language skills. To determine participants' English proficiency levels, their FE 2 grade scores were gathered and taken into account. Table 4.2 displays the participants' FE grade results, ranging from "D or Very Poor" to "A or Excellent." The grades indicated a wide range of English proficiency levels among the students, with only 25% of the students achieving grades of "B+ or Very Good" or "A or Excellent."

While two students explicitly stated their interest in enrolling in the English for PR elective course, many of the participants had no prior knowledge of what PR is, nor did they know what to expect from the course. In fact, some students enrolled in the course simply because their friends had taken it.

Despite the students' diverse English proficiency levels, the course managed to cater to their needs and interests. One student majoring in agriculture indicated that the course could fit their communicative disposition, due to the course's reputation among peers who had previously taken it. The course was seen as an opportunity to improve their English communication skills and acquire specialized language knowledge in the PR field.

Another student majoring in agricultural communication spoke about their eagerness to learn more about PR, highlighting the potential benefits of the course for students interested in pursuing a career in the field. This underscores the importance of offering such elective courses, which can provide students with opportunities to explore different career paths and gain valuable knowledge and skills that can be applied in the real world.

In summary, while the students' motivations for enrolling in the course may have varied, the collaborative CLIL teaching approach helped to ensure that all participants were able to benefit from the course, regardless of their prior knowledge or English proficiency levels.

3.3.2 Professionals from PR and related fields

In this study, professionals were selected based on their availability and specific criteria to ensure they were fully knowledgeable about PR industry and related disciplines. To qualify, professionals must have worked in their respective specialized fields for more than five years prior to the study and have used English as their primary language of communication at work.

Four PR and related industry professionals from various reputable companies were selected to participate in the study. These professionals had a wealth of experience in the PR industry and associated fields, including journalism, crisis management, strategic planning, media relations, key opinion leaders (KOLs), and media relations.

By involving subject-matter experts in the development of the course, the study sought to bridge the gap between the classroom and the real world, providing students with authentic and relevant content and language that aligned with industry standards and practices. The involvement of these professionals in the course development process ensured that students were exposed to the latest trends and practices in the industry, enhancing their understanding and awareness of the professional culture and practices in the field.

In summary, the study's selection of PR and related industry professionals with extensive experience and expertise in the field ensures that the course materials were authentic, relevant, and aligned with industry standards and practices. Their involvement in the course development process was a valuable asset to the study, allowing for the creation of a collaborative CLIL teaching that meets the diverse needs of students in the English for PR elective course.

3.3.3 ESP teacher

The ESP teacher who was also the researcher for this study had been a lecturer at KMITL's Faculty of Liberal Arts for five years at the time of the study. She brought a wealth of knowledge and experience to the study, having worked in the PR industry and related fields for ten years prior to joining the faculty. However, as she had already left the PR industry, there was a possibility that her expertise in PR and similar fields might be outdated. In short, the collaboration between the ESP teacher and the PR professionals in the course development process contributed to the success

of the collaborative CLIL teaching approach. The inclusion of experts from the PR industry and related fields helped to ensure the authenticity and relevance of the course materials and allowed students to gain valuable insights into the industry.

3.4 Course development

The following methods served as the foundation for the collaborative CLIL teaching development.

3.4.1 Preparing the groundwork

KMITL has provided an elective course in English for PR for some time. As a result, the resources and exercises from the previous semesters serve as a starting point.

CLIL principle by (Coyle, Hood, & Marsh, 2010) including 4Cs CLIL's 4Cs – content, communication, cognition, and culture and LT – language of learning, language for learning, and language through learning were regarded as the main principle. In addition, Mehisto et al. (2008)'s five important features for CLIL were also incorporated into this collaborative CLIL teaching to create an effective CLIL course that would allow students to fully benefit from the CLIL environment.

3.4.2 Building specialized corpora

In addition to working with the PR professionals, the ESP teacher also took steps to boost the authenticity of the course materials. To achieve this, specialized corpora were created in October 2021. The dataset comprises two distinct sub-corpora, both of which can be classified as written ESP corpora: 1) a corpus of PR materials, and 2) a corpus of research articles related to the field of PR. In order to construct the PR materials corpus, the researcher collected 380 PR materials from 18 internationally prominent brands, as featured on their official websites. Eighteen of these brands were chosen from Forbes' 2020 World's Most Valuable Brands list, with each brand being categorized into one of 18 different industry sectors, such as technology, automotives, beverages, leisure, luxury, restaurants, and so forth. As Comcowich (2020) suggests, digital media materials can be accessed through sections labeled "For the Press," "Media Resources," "Press Room," "Press Resources," or "Newsroom." Consequently, PR materials stored under these designations were

retrieved, including company statements, interviews, and various forms of press releases (e.g., feature, product, photo, appointment, CSR, etc.). Regarding the research articles corpus, 350 scholarly articles from the *Public Relations Review* journal, published between 2016 and 2020, were incorporated. Both corpora were analyzed using AntConc software to generate frequency lists. As Timmis (2015) highlights, frequency lists can serve as valuable reference points for educators, materials developers, and students, aiding them in discerning the types of vocabulary to prioritize in both written and spoken texts utilized in classroom settings (p. 174). Essential functions employed in this analysis encompassed wordlist, concordance, and collocates.

The results of the analysis of press releases showed that the frequent use of the superlative form, the present simple, and descriptive adjectives, as well as words frequently used in the PR field, such as lobbying, spin, pitch, publicity, campaign, etc. This information was incorporated into the course materials to help students become more familiar with specialized language used in the PR industry. The analysis of the PR-related research corpora produced interesting topics that were discussed in the class, such as crisis management and global PR. This allowed students to gain a deeper understanding of the theoretical underpinnings of PR and the current issues faced by the industry.

The creation of specialized corpora helped to ensure the authenticity of the course materials, as the language and content used in the corpora reflected real-world examples and trends in the PR industry.

McCarten (2010) states that “while frequency is a useful guide, it may not always be the only criterion in building a syllabus”, (p.416). Therefore, in contrast to other studies on ESP and CLIL, the materials and a glossary of PR specialized terms compiled from corpora were validated by PR professionals ensuring that they would be suitable for real-world use. By incorporating corpora and collaborating with PR professionals to develop materials, this study was able to achieve a greater level of authenticity in its CLIL teaching. This approach bridged the gap between theory and practice and made the course more engaging and relevant to students. Not only did this enhance the students' understanding of the subject matter, but it also provided them with practical skills that they could apply in their future careers.

3.4.3 Conducting needs analysis

The main goal of the needs analysis (NA) in the current study was to comprehend the background and nature of this particular group of students. According to Basturkmen (2010), it is possible to collect certain types of data if teachers are under time-constraint. As needs analysis has advanced, Donesch-Jezo (2012) notes that "different sorts of information can be collected in a needs analysis and ESP teachers and course developers determine what type of information to collect on a case-by-case basis" (p.34). Similarly, Hyland (2006) claims that the term "needs" is an umbrella term that encompasses a variety of elements, including learners' goals and backgrounds, their language proficiency, their motivations for enrolling in the course, their preferred methods of teaching and learning, and the circumstances in which they will need to communicate. Needs can be gathered and analyzed in a variety of ways, depending on what learners already know, don't know, or desire to know.

The needs analysis in this stage concentrated on students' present situation analyses, students factor analyses, and teaching context analyses because this study highlights the collaboration between an ESP teacher and PR professionals in developing the CLIL course. According to Basturkmen (2010), these analyses include current potentials and constraints, knowledge of learners, motivation, perceptions, as well as factors related to the environment in which the course will run. The researcher was able to better grasp students' perceptions of their own English proficiency thanks to the insight data from the students, and this understanding helped shape a collaborative course that catered to the needs, expectations, and interests of the students.

The participants in NA were students who enrolled in English for PR elective course at the second semester of 2020 academic year. The primary study's context will be based on the same elective course. It can be argued that this group of students exemplifies various traits that are similar to the main sample of the study because they are taking an elective course and want to prepare themselves for their future vocation.

There were 50 students present at the time of data collection. All students received an online form from the researcher requesting their permission to engage in the NA process. Six students responded and said they would take part. Two students were in animal science, and the remaining students were in electronic

engineering, automation engineering, animal science, and agricultural engineering. There were two male and four female students including freshmen, sophomores, and seniors. Each student's level of English proficiency varied. They received a range of grades for Foundation English 2: D+, C, C+, and B+.

A series of three semi-structured interviews were conducted in students' first language – Thai and lasted between 30 minutes and one hour via online meeting application – Zoom. The first interview was aimed to develop interviewing relationships between interviewer and interviewee and gather information as much as possible about interviewee. The second interview was intended to elicit the details of each participant's experience concerning the topics about what they think of and how they feel about studying and using English as well as why they have such feelings to gain more concrete details. The final round of the interview was aimed to obtain clarification and more explanation from the preview interview and encourage interviewee to reflect on his or her experience. The same questions such as 'Which skill in English do you feel confident the most? Why are you taking English for PR course?' and What can be developed in this course? were asked with all participants in each round, but some different follow-up questions were added occasionally based on the data emerged in each interview session. Students were also asked to write one reflective journal in Thai on incidents that have helped them or hindered their ability in English class. All interviews and reflective essays were recorded and then have been through the processes of content analysis.

The researcher held peer debriefings to confirm the procedures and results in order to assure validity. Debriefings with qualitative research experts were also conducted. The questions were examined to make sure they wouldn't lead the participants astray. The researcher frequently double-checked understanding throughout the interviews to avoid any misunderstandings. In order to guarantee the correctness of the preliminary coding scheme, the researcher collaborated with the debriefer during a coding process of the initial round of interviews. When all the interviews had been recorded, a member check was done by sending the transcription of the data to every participant to ensure that their opinions had been appropriately captured.

The results highlight how students in one elective English class may come from quite different backgrounds and have very different requirements. Their levels of English proficiency vary. During their high school years, two of them had taken English program. Two students have also participated in English language programs in the UK and Norway. Nevertheless, just one student, who has more exposure to English communication and has encountered various cultures than the other students, is clearly confident in speaking the language. The majority of them had completed a conventional high school curriculum, had never traveled abroad, or had only taken a brief vacation in a non-English speaking nation.

The majority of students admitted that speaking English in front of other classmates made them feel insecure. Some students disliked working in groups, while others welcomed it. While some students shared their positive past experiences with their peers and teachers in the classroom, such as receiving unwavering support from friends, teachers, and family, others revealed their negative experiences, such as being criticized and made fun of by teachers in front of their peers or being teased by friends for pronouncing English words incorrectly.

Some students admitted they had no motive for enrolling in the course when asked why they were taking it. While some made it clear they were taking the course to learn about PR, others openly acknowledged that they were merely following their buddies. While most students chose classes other than English when the researcher asked them which course, they believed was the most challenging, one student said that English for PR was the most challenging course this semester.

Regarding their desired careers, some students wanted to be engineers, while others wanted to be zookeepers. Two students discussed running their own established enterprises, including family-owned farms and restaurants. Two other students expressed future plans to invest and launch their own enterprises. They all concurred that they could use the information from this course in their future professions. Regarding the course's adjustment thus far, one student felt that nothing needed to be changed, while another remarked that the number of PR-specific English terminology should be slightly reduced. One person suggested that more individual work be added because the course's evaluation was based too heavily on group projects.

The results of the in-depth interviews and reflective essays provided the initial information about the types of students who were expected to have demands similar to those of the major participants. The researcher acknowledged that it was not possible to extrapolate these findings to the entire study population. Since the needs analysis was done during the semester and not prior to the course, the students already had some background knowledge that might have had an impact on some questions. However, given that they had already studied the material to some amount prior to the data collection, students were able to contribute their insightful suggestions for how to improve the course.

3.4.4 Working with PR professionals

The ESP teacher started inviting the PR domain specialists in November 2021. Numerous meetings were held once a group of experts in PR and related fields agreed to participate. The ESP teacher and professionals exchanged feedback and reviews on the lesson design and instructional materials.

The final lesson plan consisted of eight units: 1) Introduction of PR, 2) Ethics and Regulations, 3) Media Relations and KOLs, 4) PR Event Planning, 5) Press Release (Traditional Media), 6) Content Creation in PR (New Media), 7) PR Crisis management, and 8) International and global PR. The collaboration among the ESP teacher and professionals continued throughout the duration of the course. Each week, the course included a variety of activities and case studies that were advised by industry experts. Additionally, a PR professional was invited to join one class and share her expertise in the topic of crisis management.

The collaboration with the domain professionals greatly contributed to the authenticity of the content and the materials. For example, the content creation especially on the new media is one of topics with which the ESP teacher is most unfamiliar, yet a content creator job is closely relevant to PR discipline and was currently in high demand in Thailand at the time of the study; therefore, equipping students with this knowledge may increase their chance of employability in the future. With the guidance of professionals who are experts in this field, the ESP teacher was able to find the right materials corresponding to the real-world practice.

In conclusion, the collaborative CLIL teaching approach, in which language teacher collaborated with professionals from relevant fields, can greatly

enhance the authenticity and effectiveness of instructional materials for students. Through regular meetings and feedback exchange, the teacher was able to incorporate real-world practices and current industry trends into the lesson plan, resulting in more relevant and useful content for the students. This approach has the potential to increase students' employability and provide them with valuable knowledge and skills that align with the demands of their future careers.

3.4.5 Pilot teaching

The pilot teaching of one lesson has been conducted for one session, in the topic of KOLs management, in September 2021 in English for PR course, first semester of academic year 2021, via Zoom application due to Coronavirus pandemic situation. There are 55 students registered on this course.

The course materials and activities are the results from collaboration with a senior PR manager & media relations specialist from Vivaldi PR, one of Thailand's leading PR firms. The researcher contacted the PR professional in May 2021 and conducted three meetings during June and July 2021 via Zoom application. All three meetings were recorded and the data from all three meetings were transcribed, analyzed, and contributed to the development of the whole lesson plan as well as the construction of course materials and activities for the topic of KOLs management.

The lesson began with introduction and preparing students with some specialized PR terms which students would later encounter in the course materials such as KOL, influencer, blog, vlog, tie-in, product placement, barter agreement etc. (language of learning) as well as specialized English language skills required when working with KOLs such as passive voice (language of learning) in describing product's features since in the real-world context, PR professionals are responsible to provide KOLs with script for them to promote specified brand. Then, the ESP teacher started to introduce what KOL is, its brief history, how to build strategic KOL plan and how to work with KOL and influencer with professionalism in mind, organizational cultures and ethics. Next, the PR professional was invited as a guest speaker to talk about her own experience working with KOLs, limitations, regulations, and challenges. After that, students were assigned the task. The ESP and the PR professional were put in the roles of students' supervisors at work and assigned the task for students to work in small group to create KOL strategic plan for eyewear brands and to write the short

script. Students were provided with the PR brief and product key messages which could be used to create short script and applied specialized language skills as they have learned in the class. Students were also asked to study more information on the brand's website (language through learning). They were always allowed to ask for help and support from both the teacher and the professional. After that, students were asked to give the short presentation applying useful phrases in English (language for learning) previously learned in the previous lesson, then they were given feedbacks from both teacher and the PR professional. The course ended with ESP teacher summarizing the content, specialized language, and emphasized the professional values which are the key to professionalism that all professionals must bear in mind.

The evaluation of the pilot teaching was undertaken briefly after the lesson by asking all 55 students to fill in the google form which contained only two questions: 1) what have you learned from the lesson today? And 2) what are your opinions toward the lesson? The findings showed that all students could summarize knowledge they have gained in this lesson. Some emphasized the fact that they have learned about laws and regulations related to influencers which PR professionals need to acknowledge. Apart from that, some students also stated that this activity provided them the chance to learn about PR directly from the industry expert. Some students wrote that they had learned much new knowledge from the lesson. They gained more understanding about what PR professionals really do in more detail including required communication skills such as persuasion skills as well as the challenges that the professionals need to face every day. Some students mentioned that some parts of the content that PR professionals had shared they have learned from the teacher, but when hearing from PR professional again made them have much clearer picture. All the students clearly wrote that they were satisfied with the lesson. They explicitly revealed that they were impressed and grateful that the teacher had arranged this lesson. Most of them wrote that they would like to have more classes like this. They thought the knowledge they learned in this lesson was more practical. One student commented that at first this student thought PR was an easy job but found out that day that it was really a tough job. Another student commented that this class was valuable to students, inviting experts from outside to the classroom was just like opening a new world so that students could have broader perspectives. One valuable comment that should be noted

is that “*I felt like I was sitting in the same PR company while listening to PR professional and teacher. I can see much clearer picture in additional to the slides that I have learned from teacher in the previous classes*”. There is only one comment which suggested that he or she really liked the activity, but it would be better if more pictures from the real practices were shown during the lecture.

To sum up, it seems clear that this pilot teaching was found to be successful. However, more evaluation and investigation should be implemented in the real implementation phase.

3.5 Collaborative CLIL teaching

The collaborative CLIL teaching was implemented online for 15 weeks by using Zoom application. However, the first week was typically allocated for course introduction and evaluation explanation. Therefore, the actual implementation of the collaborative CLIL teaching in English for PR elective course included 14 weeks: 12 weeks for the instruction and two weeks for midterm and final examinations, conducted during the 2nd semester of academic year 2021 and each week lasted 3 hours. The sample of lesson plan is shown in Table 3.2.

Table 3.2 Sample of Lesson Plan

Unit	Content focus	Language focus	Class activities
Unit 5: Press release (traditional media)	- Different types of press release - Structure of press release - Regulations and ethics	- Language of learning (descriptive adjectives, comparative and superlative) - Language for learning (transitions) - Language through learning (students acquired when searching for	- Vocabulary exercise - Grammar exercise - Reading comprehension exercise - Discussions - Writing press release headline

		info during classes)	
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As seen in Table 3.2, both content and language were primarily emphasized. The theme in this unit is developing press releases. In the class, students were also shown how the press releases were covered in both online and print media. As for the language focus, before being taught how to write a PR headline, students were introduced to a PR News section in the *Bangkok Post* newspaper's website, one of the two leading English newspapers in Thailand. They were then divided into small groups and each group chose one press release, analyzed how the headline was constructed and then shared their ideas to the class. Students were encouraged to ask questions and the ESP teacher closely observed the students if they had encountered problems and needed any assistance.

At the end of the semester, students were also assigned to form a small group and simulate a small press conference as well as creating talking points, agenda, and possible questions and answers. While each group was presenting, the rest of the students performed the role of journalists asking questions to keep all students engaged and motivated.

One PR professional specializes in crisis management was also invited in the Unit 7 PR crisis management week. The class started with an introduction to specialized terms and the basic workflow of crisis management. The authentic crisis cases were introduced, and students were encouraged to share their solutions to each case, as a whole class activity, without receiving feedback from the teacher at this point. After that, the PR professional shared his/her knowledge based on real-world practical expertise. Then, students were divided into small groups. Each group was given the case studies again which included both new cases as well as some already seen cases, but this time students could apply the knowledge learned from a guest speaker. After that, each group was asked to present their ideas and feedback was given by both PR professional and ESP teacher.

In conclusion, the course emphasized both content and language, and also provided opportunities for active learning, authenticity, and a safe learning environment, as well as scaffolding to support students' learning. Students were given

opportunities to apply their learning through group activities, such as analyzing press release headlines and simulating a press conference. A PR professional was also invited to share their expertise and provide students with real-world practical knowledge. Through these activities, students' 4Cs and language abilities were enhanced, preparing them for their future careers in the field of PR. Overall, the collaborative CLIL teaching approach proved to be an effective method for teaching specialized language and content in an engaging and relevant way.

3.6 Data collection

Due to the COVID-19 outbreak in Thailand, all classes at KMITL were conducted online, including the English for PR elective course which was delivered via the Zoom application. The invitation to participate in this research was also disseminated online through a Google form, while data collection was undertaken using Google forms and observation and semi-structured interviews were conducted via the records of Zoom meetings.

Five research tools were utilized in this study, including pre-post tests on content, specialized language, and awareness of professional culture, weekly learning logs, observation, students' evaluation questionnaire, and semi-structured interviews.

All instruments were pilot tested for additional validation and enhancement after being validated by three experts using the IOC Index and reviewed by Thammasat university's ethics committee prior to actual implementation.

3.6.1 Pre-post tests on content, specialized language, and awareness of professional culture

These pre-post tests (see in Appendix D) were aimed for answering the first research question: *To what extent does the collaborative CLIL teaching between an ESP teacher and PR professionals improve students' content knowledge, specialized language, and awareness of professional culture?*

In the first week, students underwent a pre-test and a post-test in the final week, which were conducted through a google form. The pre-post-tests in total contain 60 question items, each question item carries 1 mark. Overall, they are made

up of three main components 1) content, 2) specialized language, and 3) awareness of professional culture. Each part comprises 20 question items; therefore, carries 20 marks. The first two parts were designed as multiple-choice achievement tests, while the third part was structured as a situational judgement test. The pre-test was conducted with all students as part of the lesson plan to promote motivation and provide an overview of the course's content before actual instruction began in the following week. Only the results of the main research participants were collected, scored, and analyzed.

The post-test of content, specialized language, and awareness of professional culture was conducted only with the group of main research participants and implemented after the course had concluded.

3.6.2 Students' weekly learning log

To aid the exploratory phase, the main participants were required to complete 12 weekly learning logs via google form, beginning with lesson unit 1 in week 2 and ending in week 14 – the final project presentation. This instrument (see in Appendix F) aims to obtain in-depth data based on students' own self-reflection toward their development of their knowledge of PR content, specialized English language abilities, and PR professional culture, as well as their perception of their own self-efficacy throughout the experimental process. In other words, the learning log covered two main research questions: *How do students perceive their learning progress in the collaborative CLIL teaching?* And *What are the opinions of students toward the collaborative CLIL teaching on the effect of self-efficacy?*

Overall, the weekly learning log consists of two questions: “1) *What PR content, languages, and professional values did you learn in class today?* And 2) *Do you feel more confident using English in and outside the class? Please elaborate.*” The first question aimed to answer the second research question while the second question in the log aimed to answer the fourth research question.

Students were allowed to use both Thai and English to answer both questions, based on their preference. Therefore, students' growing self-efficacy could also be observed from the language choice they preferred to use in their responses. If they were confident enough to use English language in writing those responses, it could be implied that they started to feel more secure, relaxed, and gained more confidence to practice and use the English language.

3.6.3 Observation

The observation method was employed to complement the data obtained from the weekly learning logs, primarily addressing the second research question: *"How do students perceive their learning progress in the collaborative CLIL teaching?"*

This instrument was developed to provide different perspectives to triangulate the data collected from students' learning logs. While the learning logs focused on students' own reflections and the most frequently used keywords in their entries, the observation method was used to gain insights from the teacher's and another observer's perspectives regarding students' learning development. The revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) was utilized as a framework for analyzing the data.

Four recorded lesson units—2, 4, 6, and 8—were systematically selected from a total of eight units during the 14 weeks of observation, as depicted in Table 3.3. These lessons were observed by two observers—the researcher conducting the current study and an additional observer.

Table 3.3: Lesson units, week, and attendance of the main participants

No	Lesson units	Week	Main participants attendance
1	Unit 2: PR Event Planning	3	41
2	Unit 4: Media relations	5	43
3	Unit 6: Press Release (Traditional Media)	10	42
4	Unit 8: PR Crisis Management	12	43

Two observers were assigned to investigate students' learning development, particularly through their academic behaviors, such as how much effort they put into understanding, learning, and mastering the content in the English for PR elective course during the lesson. They independently viewed four recorded lessons. Following that, a meeting was called, and the notes were taken for discussion until a consensus on the outcomes was reached.

An observation form (see in Appendix E) was used as a memory aid to observe students' learning progress. The form included the course name, topic, and the number of students participating in the session. Adequate space was provided for the observer to take notes of students' academic behaviors indicating their active engagement, such as asking questions, answering, discussing, and participating in the lesson's activities.

Due to the limitations of online recording via the Zoom application, observation had to involve all students. All students were informed about the research objective and were assured that the activity would not affect their grades or studies. They were also informed that the observation would mainly focus on their academic behaviors, that the recordings would be kept confidential, and that no private information related to student identity would be disclosed to protect their privacy.

Through the Zoom application, all lessons were delivered online and were programmed to automatically record. The recording of each session was kept in Google Drive once it was completed, and students had full access to it. This enabled for the facilitation of the students' learning during the Coronavirus pandemic as agreed upon with the students on the first day of the class. The faculty and the institution also promoted recording courses to lessen the strain on students during the challenging time of the Coronavirus epidemic, in which some students may need to work part-time jobs to support their families.

It is important to note that while online education offers various benefits particularly during Coronavirus outbreak, it also presents challenges that could affect the study's methodology. Consequently, the results of observation might differ from those obtained through in-person teaching and learning. For instance, a lack of confidence in electronic communication processes, the absence of state distance education standards, and technical issues like internet connectivity and service availability can also influence the quality of online learning (Ametova & Mustafoeva, 2020).

3.6.4 Students' evaluation questionnaire

Students' opinion evaluation questionnaire (see in Appendix G) was conducted at the end of the course in accordance with the third research question: *What*

are the opinions of students toward the collaborative CLIL teaching? to mainly investigate if the students were satisfied with the collaborative CLIL teaching.

The questionnaire items were in Thai and was based on Chansri (2015) which was later adjusted to fit the context of the present study. The questionnaire comprised three main parts: part 1 students' personal information including sex, age, major, and faculty; part 2 students' opinions toward the collaborative CLIL teaching in the areas of course's objectives and content of the course, teaching materials, teaching methodology and activities, and evaluation; and part 3 students' additional comments about the course.

In part 2, students were asked to rate their level of agreement or disagreement with statements using a four-point Likert scale without a neutral option to obtain specific responses. According to a statistical formula, the main study participants were asked to score their opinions on a four-point Likert scale ranging from "Strongly agree" to "Strongly disagree": $\bar{x} = 3.25-4.00$ means 'Strongly agree', $\bar{x} = 2.50-3.25$ means 'Agree', $\bar{x} = 1.75-2.50$ means 'Disagree', and $\bar{x} = 1-1.75$ means 'Strongly disagree'.

According to David Garson (2010), the four-point Likert scale is easy to understand as it provides only four response options: strongly agree, agree, disagree, and strongly disagree. This simplicity makes it easy for participants to comprehend the questions and respond accordingly. Additionally, it reduces response bias as four-point Likert scales can compel participants to take a clear stance on a statement. Studies by Jon Krosnick and Stanley Presser (2010) suggest that including a neutral response option can lead to less informative data as respondents may choose it as a default. The four-point Likert scale is also efficient, as it takes less time for participants to respond, which can reduce survey fatigue and increase response rates, as noted by Ritter et al. (2017). This enables researchers to identify patterns and relationships in the data that may not be apparent from descriptive statistics alone. In summary, the four-point Likert scale is a useful tool for measuring attitudes and opinions in social science research, owing to its simplicity, ability to reduce response bias, efficiency, and compatibility with statistical analysis methods.

3.6.5 Semi-structured interview

In addition to the questionnaire, a semi-structured interview (see in Appendix I and J) was employed to gain greater depth of information regarding the students' opinions toward the collaborative CLIL teaching and to provide data triangulation at the end of the course.

The semi-structured interview consisted of two parts of questions: 1) students' opinions toward the collaborative CLIL teaching, and 2) students' opinions toward the collaborative CLIL teaching on their effect of self-efficacy. Therefore, this instrument covered two research questions: *What are the opinions of students toward the collaborative CLIL teaching?* And, *What are the opinions of students toward the collaborative CLIL teaching on the effect of self-efficacy?*

The semi-structured interview was a crucial part of the research methodology in gaining more insight and greater depth of information regarding the students' opinions toward the collaborative CLIL teaching. The interview was conducted in the students' first language via the online meeting application Zoom, which allowed for a more comfortable and natural conversation for the students. Selected parts of the interviews were translated into English to illustrate the findings and ensure that the results could be understood by a wider audience.

To ensure the validity of the interviews, the researcher consistently checked for understanding during the interviews to prevent any misunderstandings. This was important to ensure that the responses given truly reflected the participants' opinions and experiences. After all the interviews were transcribed, member checks were conducted by sending the transcription of the data to all participants. This process allowed the participants to check the validity of the information gathered and ensure that their views were accurately represented (Flick, 2014).

The member check process was particularly important in ensuring the trustworthiness and credibility of the research findings (Creswell, 2009). By involving the participants in the process of validating the data, it showed that their opinions were valued and respected. This helped to establish a positive relationship between the researcher and participants, which in turn helped to increase the reliability of the data gathered.

3.7 Data analysis

The study obtained both quantitative and qualitative data which were analyzed as follows.

3.7.1 Pre-post tests on content, specialized language, and awareness of professional culture

The results obtained from the questionnaire and pre-post tests were analyzed using the SPSS program (Statistical Package for the Social Sciences), a widely used software for statistical analysis in social sciences. This allowed for the calculation of descriptive statistics, such as percentages and means, which provided a quantitative summary of the data. In addition, the data were analyzed using a two-tailed t-test, which helped to identify any significant differences in the data before and after the collaborative CLIL teaching intervention.

3.7.2 Students' weekly learning log

The data gathered from the log entries' two questions were analyzed using a content analysis approach, with a focus on identifying the most frequently used keywords. The content analysis approach allowed for a thorough and objective analysis of the data, which was necessary for answering the research questions and generating insights into the effectiveness of the collaborative CLIL teaching. The findings from the content analysis were then used to complement and triangulate the results from other research instruments such as the questionnaire and semi-structured interview.

3.7.3 Observation

The researcher and the observer separately observed four recorded lessons using a memory aid form. Afterward, a meeting was arranged, and notes were taken for discussion until the results were agreed upon. The data was then analyzed using the revised Bloom's Taxonomy (Anderson & Krathwohl, 2001), which includes six cognitive levels (remembering, understanding, applying, analyzing, evaluating, and creating), was utilized as a standard.

The use of the revised Bloom's Taxonomy as a standard for data analysis allowed for a more in-depth examination of students' cognitive development and academic engagement throughout the course. According to Anderson and

Krathwohl (2001), the revised Bloom's Taxonomy provides a more comprehensive framework for assessing cognitive abilities compared to the original taxonomy. The taxonomy helps to identify different levels of thinking and cognitive complexity in students' academic behaviors. Therefore, utilizing this taxonomy as a standard for analyzing the data ensured a more reliable and valid assessment of students' cognitive development during the course. Although an updated version of Anderson and Krathwohl's framework was available in 2021, this research utilized the 2001 version. The 2001 version was originally designed for higher education, whereas the updated version is intended for elementary and secondary education (Anderson & Krathwohl, 2021).

3.7.4 Students' evaluation questionnaire

The data obtained from students' opinion evaluation questionnaire in part two underwent analysis using the SPSS program to obtain descriptive statistics, such as mean and standard deviation. On the other hand, data from open-ended questions in part three underwent coding and interpretation using a content analysis approach to draw significant insights.

3.8.5 Semi-structured interview

In this study, the content analysis approach was used to identify and analyze the key themes and patterns in the interview data, providing valuable insights into the participants' opinions toward the collaborative CLIL teaching and its effect on their self-efficacy.

3.8 Validation

In order to ensure the validity of the research instruments used in the study, the ESP teacher collaborated with three experts in the field of PR and language teaching and assessment. The experts evaluated the research instruments using the index of Item Objective Congruence (IOC index), a rating scale system of 1, 0, and -1. The items that received a score of 0.5 or higher were accepted, while items that received a score lower than 0.5 were reviewed and revised.

To further ensure the validity and reliability of the research instruments, they were pilot tested and reviewed by Thammasat university's ethics committee prior to actual implementation.

3.9 Summary

The collaborative CLIL teaching in the English for PR elective course was carried out over a period of 14 weeks, with each week consisting of three-hour sessions. This period comprised 12 weeks of instruction and two weeks for midterm and final exams, which were administered during the second semester of the academic year 2021.

To investigate four research questions, five research tools were utilized, namely, 1) pre-post tests on content, specialized language, and awareness of professional culture, 2) students' weekly learning log, 3) observation, 4) students' evaluation questionnaire, and 5) semi-structured interview. All of these instruments were pilot-tested to validate and enhance their effectiveness after being validated by three experts using the IOC Index and reviewed by Thammasat university's ethics committee. Table 3.4 illustrates the lesson units, classroom activities, and the schedule for implementing the five research tools.

Table 3.4: lesson units, class activities, and research instruments

Weeks	Units	Research Instrument	
1	Course introduction	Pre-test of content, specialized language, and awareness of professional culture	
2	Unit 1: Introduction of PR		Weekly Learning logs 1-6
3	Unit 2: PR Event Planning	Observation (1)	
4	Unit 3: Ethics and Regulations		
5	Unit 4: Media Relations and KOLs	Observation (2)	
6	Consultation		

7	Pair work (role play – media invitation)		
8	Midterm examination		
9	Unit 5: Content Creation in PR (New Media)		Weekly learning logs 7-12
10	Unit 6: Press Release (Traditional Media) - Individual assignment: Photo caption	Observation form (3)	
11	Unit 7: International and global PR		
12	Unit 8: PR Crisis management (invited guest speaker)	Observation form (4)	
13	Consultation		
14	Final project – press conference		
15	Final examination		
	After final examination	- Post-test of content, specialized language, and awareness of professional culture - Students' evaluation questionnaire - Semi-structured interview	

The study was conducted entirely online due to the COVID-19 outbreak in Thailand, and the Zoom program was used to deliver the English for PR elective course. The participants were invited to join the study online using a Google form to collect data. To ensure that participants' privacy and confidentiality were protected, they were informed that their participation was voluntary, they could withdraw from the study at any time or refuse to answer certain questions, and that their participation would remain anonymous.

The course consisted of eight lesson units, which were conducted over a period of 14 weeks, including 12 weeks of instruction and two weeks for midterm and final exams during the second semester of the academic year 2021. The class activities included individual, pair, and group work to encourage motivation and help students familiarize themselves with the course content. To evaluate their prior knowledge, a pre-test on the course's content, specialized language, and professional culture awareness was administered via Google Form during the first week of class.

The main participants were also asked to submit 12 weekly learning logs using Google Form starting from the first lesson unit until the final project presentation.

To investigate the students' learning development, four recordings of lessons 2, 4, 6, and 8 were observed by two observers. All students were required to participate in the observation due to restrictions on internet recording using the Zoom application.

Following the final examination, the main participants completed a post-test to assess their progress in content knowledge, specialized language, and professional culture awareness. They were also given an evaluation questionnaire to rate their satisfaction with the collaborative CLIL teaching approach. Furthermore, the main participants were asked to participate in semi-structured interview to triangulate the data and gather their opinions on their self-efficacy and overall satisfaction with the course.

The data collected from the participants' pre- and post-tests on content, specialized language, and knowledge of professional culture, as well as the semi-structured interview and students' opinions evaluation questionnaire, were analyzed using various statistical methods, including SPSS for descriptive statistics, mean and standard deviation, and two-tailed t-tests for comparison of differences.

In conclusion, the online format of the course and data collection posed unique challenges, but they were effectively addressed to ensure the validity and reliability of the research findings.

CHAPTER 4

RESULTS AND DISCUSSIONS

This chapter presents the findings in response to the following four major research questions:

- 1) To what extent does collaborative CLIL teaching between an ESP teacher and PR professionals improve students' content knowledge, specialized language, and awareness of professional culture?
- 2) How do students develop their learning in the collaborative CLIL teaching?
- 3) What are the opinions of students toward the collaborative CLIL teaching?
- 4) What are the opinions of students toward the collaborative CLIL teaching on the effect of self-efficacy?

The chapter provides statistical analysis, graphical representation of data, and a detailed interpretation of the results.

4.1 Research question 1: To what extent does collaborative CLIL teaching between an ESP teacher and PR professionals improve students' content knowledge, specialized language, and awareness of professional culture?

The main instrument used to gather the results was pre-post tests on content, specialized language, and awareness of professional culture. The results were analyzed using SPSS program and reported in the way of descriptive statistics such as mean, standard deviation, and two tailed t-test.

The pre-post-tests in total contain 60 question items, each question item carries 1 mark. Overall, they are made up of three main components 1) content, 2) specialized language, and 3) awareness of professional culture. Each part comprises 20 question items; therefore, carries 20 marks. The pre-test was given to all students on the first day before the commencement of the actual instruction, while the post-test was

administered to the main participants after the course had concluded. The only data collected and evaluated were those of the main y research participants.

The results obtained from pre-post-tests of content, specialized language, and awareness of professional culture were analyzed and are presented in Table 4.1.

Table 4.1: Summary of Pre-Post-Tests' Results of Content, Specialized Language, and Awareness of Professional Culture

Topics	Mean score of test results		Mean differences	t	df	Sig (2-tailed)
	Pre-test	Post-test				
1. PR content	7.75 (2.69)	14.50 (3.03)	-6.75	-15.32	19	0.00***
2. PR specialized language	9.00 (3.756)	13.35 (1.56)	-4.35	-6.42	19	0.00***
3. Awareness of professional culture	10.15 (1.72)	16.35 (2.23)	-6.20	-15.20	19	0.00***
Overall scores	26.90 (7.31)	44.20 (6.04)	-17.30	-24.85	19	0.00***

***p<0.00, N=20

According to Table 4.1, post-test total mean score which included all three parts was $\bar{x} = 44.20$. Students' content knowledge, specialized language, and awareness of professional culture were significantly improved by the collaborative CLIL teaching. In addition, there was also a substantial difference in the pre-post-tests' results of all three parts. The PR content mean score nearly doubled from 7.75 in the pre-test phase to 14.50 in the post-test phase, as shown in the table. The mean score for PR specialized language increased from 9.00 in the pre-test phase to 13.35 in the post-test phase. Additionally, the mean score for awareness of professional culture also increased, going from 10.15 to 16.35. This overwhelmingly supported the advantages of CLIL, which intertwined language and content (Coyle, Hood, & Marsh, 2010).

The success of the collaboration with the PR domain specialists in this research was heavily underscored by the fact that the PR content component had the lowest mean score in the pre-test phase and the score doubled in the post-test phase.

In the post-test phase, the mean score for PR specialized language also rose, however the score was the lowest when compared to the counterparts. The difficulty level of English in this collaborative CLIL teaching may take part in the results as revealed during the qualitative data collection indicating that it was considered as the impediment for them given their English background.

Student knowledge of professional culture obtained the highest mean scores in both pre-posttest phases. According to the learning log at a later stage, students had some awareness about values, intercultural communication, and ethics in PR and related professions prior to this course, from the news, but they had no clue how this knowledge related to the PR industry. Students were better able to understand and be aware of the professional culture of PR and related professions due to the authenticity of this collaborative CLIL teaching.

However, when compared to the total score of 60, the post-test total mean score wasn't particularly high. This might be connected to the participants' level of English competence since all three parts in both pre-post tests were written in English. Additionally, it can be because of the degree of difficulty. The English for PR elective course mainly contains specialized English; as a result, the level of difficulty may be different from that of the previous basic English courses that the students had taken.

Nevertheless, it is obvious that the post-test total mean score ($\bar{x} = 44.20$) was higher than the pre-test total mean score ($\bar{x} = 26.90$) with the significant level of $p < .00$.

4.2 Research question 2: How do students develop their learning in the collaborative CLIL teaching?

To investigate the development of students' learning in collaborative CLIL teaching, two research instruments were employed: students' weekly learning logs and observations. These instruments were used to gather reflective opinions from two different perspectives. The students' weekly learning log focused on their own reflection towards their learning development, and a content analysis approach was

used to identify the most frequent keywords in the logs. The observation method, on the other hand, was based on the teacher and another observer's observation of students' learning development using the revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) as the framework for data analysis, with a particular emphasis on students' behaviors in the classroom.

4.2.1 The findings from the learning log

The learning log was used to gather information about the students' learning and cognitive progress through qualitative self-measurement by the students themselves. Through a Google form that contained 12 logs in all, beginning with lesson unit 1 in week 2 and ending in week 14, the research's main participants were asked to sum up the day's lesson. Midterm and final exams were removed for two weeks. With this approach, a researcher could monitor and assess the students' learning progress based on their cognitive self-awareness in detail.

Overall, the weekly learning log is composed of the following two questions: “1) *What PR content, languages, and professional values did you learn in class today? And 2) Do you feel more confident using English in and outside the class? Please elaborate*”. Students were free to respond to both questions in either Thai or English as they chose. To answer the second main research question: 2) *How do students perceive their learning progress in the collaborative CLIL teaching?* Only the information obtained from the log entry's first query was gathered and examined.

Overall, the learning log data revealed that many responses to this log reflected students' cognitive awareness of their own learning rather than just summarizing the day's instruction. Students exposed their own thinking, discussed their ideas with the teacher, and assessed their own development, all of which showed an effort on their part to comprehend themselves as learners.

The data from the learning logs can be categorized into five categories: Conceptual Understanding, Knowledge Expansion, Practical Application, Motivation, and Use of Lower and Higher-Order Thinking Skills.

4.2.1.1 Conceptual Understanding

During the first few weeks, the participants showed significant initial development in their understanding of the fundamental concepts and principles of PR. The words associated with the concept and function of PR were frequently found

in conjunction with words expressing the students' level of understanding, such as *"I now have a better understanding of what public relations is (although I still do not fully comprehend it),"* or *"I am unsure if I am understanding correctly."* The participants also reflected on their learning by analyzing and evaluating the case study they learned in class, demonstrating a level of learning development beyond mere memorization.

For example, one student shared that he or she was able to correct their previous misunderstanding about PR after learning Unit 1: Introduction to PR.

"I got to know the difference between advertising, marketing, and PR and got a chance to correct my previous misunderstanding about public relations, now I got a better understanding about what public relations is (but I still did not get 100% of it), I also got to know that PR puts more emphasis on building reputation, while ads will concentrate on sale."
(Student 3)

Another student who demonstrated progress in understanding the fundamental concepts and principles of PR after studying Unit 2: PR Event Planning mentioned that he or she learned about the various functions of PR, including translating, negotiating, learning about other businesses and clients, and handling news generation. This suggests that the student was able to acquire a deeper understanding of the different aspects involved in PR.

"Today I learnt that translating, negotiating, learning about other businesses and clients, as well as handling all of the news generation, are all parts of the public relations function. (PS: I'm not sure if I'm understanding right.) The teacher also displayed actual documents produced by PR specialists, such as company profiles and event itineraries. We also worked on our listening skills before finishing with a vocabulary exercise." (Student 5)

Additionally, the two excerpts provided above also demonstrate how the participants added personal comments in brackets, evaluating their own comprehension after the class. This shows that the participants were reflective about their own learning and were able to assess their progress in understanding the concepts and principles of PR.

Furthermore, another student, after studying Unit 3: Ethics and Regulations, noted that he or she had gained a deeper understanding of how PR works. The student's log entry also indicated that a specific interest in the topic he or she studied in class was developed.

"In today's session, I learnt more about how public relations works, as well as about dark public relations, which, in my opinion, is a highly immoral, very nasty approach that focuses on fabricating false information and discrediting people."
(Student 8)

Overall, the learning logs suggest that the participants made progress in their conceptual understanding of PR. They were able to develop a more comprehensive understanding of the different aspects involved in PR, such as its functions, ethics, and regulations. In addition, the participants were reflective about their own learning, evaluating their own comprehension after the class. This shows that the participants were motivated to learn more and were actively engaged in their learning. The results suggest that the course was effective in improving the participants' understanding of PR concepts.

4.2.1.2 Knowledge Expansion

The majority of the log entries also demonstrated that the students' knowledge of PR had expanded. They shared information about their prior knowledge of PR and reflected on what they had learned from the English for PR elective course. This suggests that the participants made significant progress in acquiring new knowledge and skills related to PR by connecting their existing knowledge with the new material presented in the course.

For example, after studying Unit 3: Ethics and Regulations, one student mentioned that he or she gained knowledge about Dark PR, a topic the

student had previously heard about but did not fully comprehend until this class. The student's log entry also indicated that he or she was personally engaged in the learning process by comparing the knowledge gained outside of the classroom with what he or she had learned in the university.

"I learnt about Dark PR, or simply DPR, which I had heard about before, but I didn't realize it had a name or that it was considered an illegal activity in the field of PR until today's session." (Student 14)

Moreover, the students gained new knowledge about PR, highlighting that their knowledge had expanded as a result of the collaborative CLIL teaching, as demonstrated in the following two excerpts:

"I discovered what a PR crisis was, the jargon, and how to construct a holding statement-reaction. It was a fun and incredibly useful experience for me to brainstorm crisis management strategies with my friends in a group while also listening to professional advice." (Student 20)

"I gained knowledge of crisis communication management, the many crisis levels, the methods to deal with crisis, what to do and what not to do, and how to maximize customer satisfaction with our answer. I enjoyed working with my buddies today and hearing what other groups had to say since it helped me understand what we had studied today." (Student 17)

The above two excerpts clearly demonstrate that the students expanded their knowledge through peer learning and learning from external experts.

To sum up, the learning logs provide evidence of the participants' growth in knowledge expansion related to PR. They demonstrate progress in understanding different topics and reported gaining new knowledge and understanding of the various aspects of these topics, including jargon, crisis levels, and crisis response strategies. Furthermore, the students showed personal engagement in

their learning process by connecting their prior knowledge with the new material and learning from both their peers and external experts.

4.2.1.3 Practical Application

This theme highlights the students' progress in applying what they learned in class to real-life situations mostly evident in the log after they studied Unit 8: PR Crisis management. For example, one student mentioned that he or she learned how PR professionals should handle unsatisfied customers and prevent crises. The student's log entry demonstrates practical application because it shows how the student has applied the knowledge gained in class to a real-world scenario. Specifically, the student learned about the importance of addressing customer concerns, even if they may seem trivial, to prevent any potential crises that could harm a company's reputation. This concept can be applied in various situations, such as addressing negative comments on social media or handling a customer complaint. By understanding the importance of addressing these issues promptly and sincerely, the student has gained practical knowledge that can be applied in a professional setting. Moreover, the student mentions the group exercise, which further highlights the practical application of the course material. By collaborating with peers and expressing their opinions, the student has not only gained a better understanding of the material but also learned how to apply it in a practical context. This experience can help prepare the student for future situations where they may need to work collaboratively to address a crisis or handle a customer concern.

“Today, I learnt that while most people may view some issues as inconsequential, some customers may disagree and feel unsatisfied. As a result, public relations professionals need to take action to head off any crises and sincerely apologize for the error. The exercise we did today is fantastic because it gave me the chance to collaborate with my peers and express our opinions.” (Student 19)

Another student mentioned that he or she saw how speakers handled real-life situations and learned how to color-code crisis cases. This excerpt shows practical application because the student reported learning how to handle crises

through observing real-life situations. By witnessing how the speaker handled the situations, the student was able to gain practical insights and knowledge that can be applied in real-world scenarios. Furthermore, the student's reflection on the challenging nature of the PR practitioner's job indicates a practical understanding of the complexities and demands of the profession. This suggests that the student is beginning to grasp the practical applications of the theoretical knowledge gained in the course. Overall, the excerpt highlights how the student's learning has translated into practical skills and understanding, further indicating his or her growth in the subject matter.

"Today I learned how to handle crises and saw how the speaker handled real-life situations. It helped me to realize how challenging the job of a public relations practitioner is."
(Student 9)

Another noted that he or she gained practical skills in crisis communication management and enjoyed brainstorming crisis management strategies with their classmates. The student's log entry indicates practical application in two ways. First, the student mentions discovering how to color-code crisis cases, which suggests that the student has learned a practical skill that can be applied in the field of PR. Color-coding can be a useful tool for organizing and prioritizing information during a crisis, making it easier for PR professionals to manage the situation effectively. Second, the student's comment about being inspired to pursue a career in PR suggests that the student sees the practical application of what he or she learned in class in a real-world context. By learning about crisis management and seeing real-life examples of how PR professionals handle crises, the student is able to envision how his or her own skills and knowledge could be applied in a future career.

"I discovered how to color-code crisis cases. I was even more inspired to pursue a career in public relations after today's event." (Student 7)

Overall, the learning logs demonstrate the students' progress in applying theoretical knowledge gained in class to real-world situations. The students were able to understand the importance of addressing customer concerns, handling

crises, and apply practical skills in the field of PR, such as color-coding crisis cases. The group exercises also provided an opportunity for the students to collaborate with their peers and express their opinions, preparing them for future situations where they may need to work collaboratively to address a crisis or handle a customer concern. The practical application of the course material has not only helped the students gain a better understanding of the subject matter but also allowed them to see the practical value of their learning in a professional setting. The results suggest that the course was effective in providing the students with practical skills and knowledge that can be applied in their future careers in PR.

4.2.1.4 Motivation

All learning logs showed the students' progress in developing an interest and motivation to learn more about PR as clearly seen in all above excerpts. Additionally, one student obviously noted that having a subject matter expert in the classroom increased their interest in PR. His or her log entry demonstrates motivation in two ways. First, the student expressed an interest in the material he or she studied, specifically about what to do in the event of each kind of crisis. This suggests that the student was engaged in the learning process and found the material interesting, which is a key motivator for learning. When students find the subject matter interesting and relevant, they are more likely to be motivated to learn and retain the information. Additionally, the student's comment about having a subject matter expert in the classroom further demonstrates motivation. The student seems to have been inspired by the expertise of the instructor, which can be a motivator for students to learn more and engage more deeply with the material. The fact that the students also found the activity to be fun further suggests that they were motivated to learn and actively engaged in the learning process.

"I studied what to do in the event of each kind of crisis. I believe that having a subject matter expert in the classroom increases my interest in PR. It was fascinating. The activity today was a lot of fun." (Student 14)

It's interesting that one student's statement comparing the classroom exercises in an elective English for PR course with another unidentified

course. However, it could be interpreted as a student's perspective on their learning strategies. This log entry also shows motivation because the student expresses enthusiasm for the learning environment and the activities in class. By stating that he or she gained knowledge on how to handle crises and lessen their effects, the student is indicating a desire to learn more about the practical applications of PR. Additionally, the student's comparison to another course where nothing was done, further emphasizes their motivation to learn and engage in meaningful activities in class. The fact that the student found the guest speaker's insights valuable also shows that they are willing to seek out additional knowledge and expertise beyond what is covered in class.

"I gained knowledge on how to handle and lessen the effects of a catastrophe that may have already happened. I have to admit that today's activity was much better than another course where nothing was done because a guest speaker who is an expert in the public relations sector attended and educated by sharing her knowledge. Personally, I like this learning environment." (Student 13)

In conclusion, the students' logs demonstrate a high level of motivation and engagement in the learning process, as well as their progress in acquiring new knowledge and practical skills related to PR. The examples of practical application and knowledge expansion highlight the effectiveness of the course in preparing students for real-world situations in the field of PR. The presence of subject matter experts and engaging activities further enhance the students' motivation to learn and apply their knowledge. The insights provided by the students' logs can be useful for instructors and curriculum developers in designing effective courses that not only teach theoretical knowledge but also practical skills and application.

4.2.1.5 Use of Lower and Higher-Order Thinking Skills

The analysis of the learning logs when the revised Bloom taxonomy (Anderson & Krathwohl, 2001) was applied indicates that students engage in a mix of lower and higher order thinking. While lower-order thinking skills such as remembering and understanding are evident in some of the excerpts, students also

demonstrate higher-order thinking skills such as applying, analyzing, evaluating, and creating in other instances.

For instance, students in some of the entries demonstrated understanding by gaining a better understanding of various concepts related to PR, while others demonstrated remembering by recalling specific topics covered in the session. However, they also demonstrated applying by recognizing the importance of crisis management and the need for PR professionals to take action to prevent crises and apologize sincerely for errors.

Moreover, analyzing is a higher-order thinking skill that is evident in some of the learning logs. For example, some students observed and reflected on how the speaker handled real-life crisis situations, which gave them a better understanding of the challenges of the job of a PR practitioner. In addition, evaluating is another higher-order thinking skill that was demonstrated by forming opinions on ethical implications related to dark PR, which was discussed in one of the sessions.

Furthermore, creating is another higher-order thinking skill that is evident in the learning logs. For example, some students learned how to color-code crisis cases and were inspired to pursue a career in PR. They also learned how to construct a holding statement-reaction for crisis management and brainstormed crisis management strategies with peers.

In conclusion, the majority of entries in the learning logs showed progress in the students' cognitive growth. Their capacity for cognitive awareness of their learning was evident as they assessed their own learning, judged their understanding, compared what they had learned in class to what they had learned outside of it, made sense of what they had learned, analyzed what they had learned to form their own opinions and arguments, and reflected on the best learning method for becoming independent learners. These skills reflect a high level of cognitive development and suggest that the students are engaged in higher-order thinking. It is important to note that cognitive development is a complex and ongoing process that varies for different individuals and contexts. However, these learning logs provide evidence of the students' capacity for critical thinking and their ability to reflect on their learning, both of which are key components of cognitive development.

In summary, the learning logs provide valuable insights into the participants' progress in understanding, expanding their knowledge, applying their learning to practical situations, and their motivation in the PR course. The logs revealed that the students made significant progress in their conceptual understanding of PR and acquiring new knowledge related to PR ethics, regulations, and crisis management. Additionally, the logs showed how the students applied their theoretical knowledge to real-world situations, highlighting the practical value of the course. In addition, the students' logs demonstrated a high level of motivation and engagement in the learning process, which can be attributed to engaging activities and the presence of subject matter experts in the classroom. Finally, the use of lower and higher order thinking skills was evident in the entries, with the students demonstrating progress in their cognitive development. The results of this study suggest that a well-designed collaborative CLIL teaching that balances theoretical knowledge and practical application can effectively prepare students for careers in the PR industry.

4.2.2 The findings from the observation

The observation was used to provide additional perspectives on the data collected from the learning logs, allowing for insights beyond the students' own reflections. The observation primarily aimed to track students' learning processing activity concentrating on their academic and observable behaviors, such as how they engaged and how much effort they put forth in the English for PR elective course to comprehend, learn, and master the material during the lesson. The data was analyzed based on the revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) which consists of six cognitive levels (remembering, understanding, applying, analyzing, evaluating, and creating).

Tables 4.2-4.9 include observation notes as well as sample in-class assignments for all four classes. Only academic learning efforts, including action and interaction made by students with regard to the development of the cognitive skill, which were visible via Zoom recording were documented because the observation aimed to primarily examine students' cognitive processing engagement. As a result, the notes did not represent all activities in the class. Conversational topics with no bearing on schooling were not documented. However, explanation was put in the bracket to make it easier for anyone reading the data to comprehend the context of the study. The

numbers were only added to distinguish and indicate the events that took place at various times from the beginning to the completion of the session.

Table 4.2: Observation notes 1: Unit 2: PR Event Planning

Observation 1		
English for Public Relations	Unit 2: PR Event Planning	No. of students: 41
(The lesson began with a lead-in activity in which the teacher prompted discussion on possible events for various industries, including those of the hotel, restaurant, car, movies/series, education, factory, cosmetic, and music. The activity included a conversation with the students and the sharing and explanation of the teacher's professional experience.) 1. After one student responded to the teacher's question on whether they had ever been to a motor show, another student joined the conversation. 2. When the teacher asked the class whether they understood the technical term for a service where event attendees could have their cars parked by a staff member, one student responded properly. 3. When the teacher asked the class if anyone had watched the Korean television program <i>All of us are dead</i>, one student responded and expressed their feelings about it. 4. No one responded when the teacher asked if anyone knew what kind of event could be created for hotel business. 5. One student responded when the teacher double-checked to see if she had shown the photos of the Buriram test drive. 6. One student responded when the teacher re-asked about the PR event for the hotel industry. 7. When the teacher asked about a hotel PR event, two students responded at once. 8. One student responded when the teacher inquired about a hotel spa PR.		

9. One student responded when the teacher asked the class to consider the occasions that had helped them learn more about the faculty and university they desired to attend.

10. One student responded when the teacher inquired if the class knew of any PR events in the music industry.

(During the lecture about organizing a PR event, the teacher displayed real materials like an invitation letter, an agenda, a Q&A, a caption for a photo, a press release, an event schedule, and news coverage.)

11. One student responded when the teacher questioned why there needed to be some room in the middle of the seating while displaying the seating plan for one event.

12. After displaying a press conference's recording, the teacher requested the students to reflect. One student gave an opinion, and another student joined in the conversation.

(During the course on PR-specific terminology for creating questions and answers, or Q&A)

13. One student responded when the teacher asked the class if they could complete the fourth question.

14. One student responded when the teacher asked the class if they could complete the fifth question.

(Teacher described a group project)

15. One student inquired as to whether they may select their own room before entering a breakout area.

16. The teacher went into each breakout room and asked the students if they had any questions. Out of the ten groups, only six asked questions.

17. All students participated in the activity via google document.

(The teacher said that feedback would be delivered the following week before class concluded.)

18. When the teacher asked the class if they had any queries, none were raised.

* One student obviously made frequent answers.

The observed class had 41 students, as seen in Table 4.2, and the topic was planning PR events. The first observation revealed that the students were highly motivated, supporting the information recorded in the log entries, and the CLIL approach provided opportunities for contextual language learning. The observation results were analyzed using the revised Bloom's Taxonomy.

1. Remembering: Students were able to recall experiences related to prompt questions and respond to them (e.g., attending a motor show, watching a specific TV show).

2. Understanding: Students demonstrated comprehension of technical terms and concepts related to various industries (e.g., valet parking service).

3. Applying: Students were able to apply their knowledge of industry events and PR-specific terminology to respond to questions and engage in discussions (e.g., suggesting possible PR events for the hotel industry, completing Q&A questions).

4. Analyzing: Students demonstrated their ability to analyze and interpret real materials related to PR events (e.g., analyzing the seating plan for an event, reflecting on a press conference recording).

5. Evaluating: Students were able to provide their opinions and perspectives on PR events and materials (e.g., expressing their feelings about a TV show, giving feedback on a press conference recording).

6. Creating: Students worked on a group project to create a PR event, which required them to generate new ideas and create a plan.

The teacher's lesson engaged students at various cognitive levels, ranging from basic recall to higher-order thinking skills such as analyzing and creating. The observation results suggest that the students were able to actively participate in discussions and apply their knowledge to real-world scenarios, promoting deeper learning and understanding of the course material. The one student who made frequent

answers may have had a higher level of knowledge or a strong motivation to engage with the material.

To summarize, the results obtained from the observation data, which utilized the revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) as a framework, corresponded with the findings gathered from the learning log entries. The students demonstrated an expansion and development of higher-level knowledge, as well as increased motivation, which they were able to apply in real-world contexts. It was observed that the students engaged in a mixture of lower and higher-order thinking, which was confirmed in both the learning log entries and observation results.

Table 4.3 presents an example of a PR event planning assignment created by one group of students, illustrating how the lesson's content, specialized language (communication), and culture were understood by the students.

Table 4.3: Example of a summative assignment completed by one group of students: PR events planning in Unit 2

Name of the event:	Stream2Sea : Save the world, sea and marine life
Event date and time and activities	Wednesday 8 June 12.00 Press welcome and introduction 12.15 Press Lunch 13.10 Press Conference ‘Save the world, sea and marine life’ 13.20 MC introduces the media ‘Save the world, sea and marine life’ 13.40 Speeches by 1. the Ministry of Natural Resources and Environment , 2. Mr.Alex Rendell as UNEP Goodwill Ambassador 3. Tik Jesdaporn Pholdee 14.45 Q&A 15.10 Photo Session
Possible questions	- How does this product help marine life? - How can this product save the ocean? - How to dispose of this product?

	- How can we dispose of this product (and packaging)? - When will this product be completely disposed of? - How much pollution has been released during the industrial phase? - How can this product save the world? - How much industrial waste has been released after finishing this product? - Which material is insoluble that marine life can find and eat in this product? - Which ingredient is insoluble? - This product income is shared with the ocean cleaning project isn't it? - May I ask if a portion of a product's sales revenue will be contributed to ocean cleaning projects?
Souvenir	- Product sample - Bottle opener made from waste. 

Table 4.4 provides the results of the second observation undertaken with Unit 4: Media Relations.

Table 4.4: Observation notes 2: Unit 4: Media relations

Observation 2		
English for Public Relations	Unit 4: Media relations	No. of students: 43

(Students were divided into small groups and invited to 10 Zoom breakout rooms to design KOL plans for a specific product using a google document as the lesson's lead-in exercise.)

1. After an explanation, the teacher asked the class if they had any questions and no one asked.

2. In breakout rooms, every student talked about their ideas with classmates.

3. The teacher asked students if they had any questions in each room, and seven groups responded with inquiries about the work.

4. Based on the Google document, all students contributed to the KOL plan creation.

5. As the teacher was providing comments, questions were posed to each group to double-check their understanding, and all groups responded.

(The teacher played a recording of two PR professionals on how to interact with the press, key opinion leaders, and influencers, and provided a synopsis.)

6. When the teacher asked the class if they had any questions, nobody spoke up.

(The teacher continued her discussion of media relations.)

7. When the teacher asked whether there were any questions, nobody spoke up.

(The teacher plays a YouTube video of members of the media discussing their work in PR.)

8. When the teacher asked whether there were any questions, nobody spoke up.

(During specialized language lecture)

9. After one student responded to the question "What do capital letters mean?" Another student joined in on the discussion.

10. When the teacher asked the class to analyze the tone of an email to the media, two students responded at the same time.

(The following week's role-playing assignment was described by the teacher.)

11. One student inquired when asked if they had any questions.

12. One additional student inquired about the role-play after the class had left.

* One student obviously made frequent answers.

The observed class had 43 students who were studying media relations in Unit 4. While the students showed slightly less involvement than in the previous observation, they were still largely engaged in classroom activities. During group work, they participated in brainstorming sessions with their classmates, and when the teacher visited each group separately, most of the groups asked questions and frequently responded when questioned by the teacher.

However, when the teacher asked the class if they had any questions, students frequently remained silent. But when asked again in their individual breakout rooms, they raised queries. One student consistently provided more answers than the rest.

When the data was analyzed using the revised Bloom taxonomy, the results showed that students primarily engaged in lower-level thinking, particularly understanding and applying, during the small group KOL plan creation activity. There was some evidence of analyzing when the teacher asked the class to analyze the tone of an email to the media, but no evidence of evaluating or creating during the observations.

Overall, the results of the study indicate that the collaborative CLIL teaching approach effectively facilitated the development and expansion of the students' knowledge and skills related to PR. Both the learning log entries and observation data

provided valuable insights into the students' learning progress, demonstrating a mixture of lower and higher-order thinking. While the students showed slightly less involvement in the observed class, they remained largely engaged in classroom activities, demonstrating their motivation to learn. The revised Bloom's Taxonomy was a useful framework for analyzing the data and provided a clearer understanding of the students' thinking processes during classroom activities.

Table 4.5 is an example of an in-class activity created by one group of students that promoted PR content, specialized language, and professional practices in accordance with the CLIL 4Cs while also reflecting the growth of students' cognitive skills.

Table 4.5: One student group's example of a lead-in activity from Unit 4: Media Relations

N o	KOLs and influencers	Types of influencer	Reasons to support your decision	Content creation	Hashtags
1	Icepadie	Macro 404k	Have a lifestyle of dressing as yourself that are bright and eye-catching and has a unique smile	Attract people's attention by dressing style. Cosmetics and skin care reviews. There is a how-to guide to makeup and vlog on YouTube.	#IcepadiexS IVEA
2	noyneung makeup	Micro 70.2k	He has a lovely face, Speak nice, Have knowledge of cosmetic , There are followers who are interested in	Use lip balm is applied after dry lips. To show nourishment and moisture after use. Or use it before	#moistwithn oyneung

			cosmetics and He so friendly.	applying lipstick to make long lasting lipstick	
3	Soundtis s ST	Macro 447k	Cheerful and has a good attitude / Have creativity and know how to develop their own skills / She's a talented person and has his own lifestyle / have a lot of followers.	Make makeup clips using brand products. such as cosplay makeup along with reviewing the advantages of the product to be reliable	#SIVEAlipb almxSoundt iss
4	gamkotc ha	Macro 525k	Beauty blogger / Youtuber - funny and friendly creator suggested for everyone / Brand owner - cosmetic (jovina), skincare (awena)	Makeup tutorial / cosmetic review / make content, take food, take a trip along with makeup	#SiveaUnise xNudeColor LipBalm
5	bewvara porn	Macro 946.3K,tik tok	Because she has its own uniqueness and has 946.3K followers. she is multi-talented KOLs and have never had the negative news that put a brand to shame, Brand owner bondi.	Reviews of cosmetics, food, travel and exotic makeup content	#Beautibal mSIVEA

The observation data of the third observation undertaken with the lesson unit 6: Press Release (Traditional Media) is presented in Table 4.6.

Table 4.6: Observation notes 3: Unit 6: Press Release (Traditional Media)

Observation 3		
English for Public Relations	Unit 6: Press Release (Traditional Media)	No. of students: 42
(The teacher began the class by showing the students how to utilize the Corpus tool.) 1. When the teacher questioned if the word "afford to" was correct, no one responded. One student then responded when the teacher asked them to. 2. The teacher requested the class to analyze the concordance with a focus on the part of speech as she continued to demonstrate how to utilize the COCA corpus tool. One student responded. Two more students joined the conversation. 3. The teacher then asked the class if they had any questions, but no one spoke up. (Throughout the Lead-in exercise) 4. Student double-checked with the teacher to see if the screen had already been updated after the teacher forgot to change it. 5. The teacher asked the class if they recalled the previous lesson, and one student responded. The students were instructed to analyze the PR news headlines selected from the Bangkok Post website. 6. When the teacher inquired if the chosen headline contained a verb, two students responded at once. 7. One student responded when the teacher asked how to refer to an English structure without a verb. 8. Two students simultaneously answered about verb tenses in another headline.		

9. One student responded after the teacher explained and invited them to analyze the structure of the same headline again.

10. The teacher instructed the class to analyze the structure of another title. One student responded, and after the teacher explained, the same student provided a more thorough response.

11. One student responded after the teacher urged the class to study the similarities between all of the headlines.

12. The teacher then displayed the real news headlines from the Bangkok Post website and questioned the class, but no one spoke anything.

(The teacher discussed many categories of PR news and specialized language)

13. The teacher used the CAT Expo as an example and asked the students whether they were familiar with the event. One student responded.

14. The teacher asked the class if they had any questions when teaching the present tense and superlative/comparative, but no one spoke out.

15. When the teacher asked the class if they knew what a ghost writer was, no one responded.

16. Students were asked if they had any questions after the teacher displayed the real press releases, but none were raised.

(A group assignment: students were separated into 10 groups and invited to Zoom breakout rooms to create a Google document with a PR headline for a chosen product.)

17. In breakout rooms, every student talked about their ideas with classmates.

18. The teacher asked students if they had any questions in each room, and nine groups responded with inquiries about the work.

19. As seen in a live Google document, all students took part in creating PR headlines.

20. The teacher asked the class if they had any questions before dismissal, but no one spoke up.

The observed class had 42 students, as shown in Table 4.6, and they were studying Press Release in Unit 6 (Traditional Media). Based on the observational data, students were highly active and engaged in the classroom activities, showing their enthusiasm for learning and mastery. The students actively participated in cognitive processing and politely asked the teacher to check the screen when necessary, indicating their focused attention.

During group work, students had excellent opportunities to engage in peer conversations and exchange real-world knowledge, highlighting the benefits of CLIL teaching.

When data was analyzed using the revised Bloom's Taxonomy, the observation results showed evidence of a mixed range of cognitive activities:

1. Remembering: One student responded to the teacher's question about the use of "*afford to*," and two students remembered the previous lesson.

2. Understanding: Students were able to understand and analyze the structure of PR news headlines, identify verbs and verb tenses, and understand specialized language used in the industry. One student responded to a question about how to refer to an English structure without a verb.

3. Applying: Students were able to apply their knowledge of grammar and specialized language to analyze and create PR news headlines.

4. Analyzing: Students were able to analyze the concordance with a focus on the part of speech using the COCA corpus tool, as well as analyze the structure of PR news headlines.

5. Evaluating: No evidence of evaluating was observed.

6. Creating: Students worked on a group project to create a PR headline for a chosen product, requiring them to generate new ideas and create a plan.

In conclusion, there was a significant increase in student engagement during the observed class compared to the previous observation. The observation results suggest that students engaged in both lower-level thinking, such as recalling and understanding, and higher-order thinking, such as analyzing and creating. The use of real-life materials and tools, such as the COCA corpus tool and real PR news headlines, may have contributed to deeper learning and understanding of the course material. The group project allowed students to collaborate, apply their knowledge in a practical way,

and use their creativity. However, no evidence of evaluating was observed. This observation further supported the findings from the learning log entries.

Table 4.7 provides an example of how students effectively applied their content knowledge, language skills, and professional practices to complete their group task.

Table 4.7: A sample of the summative work produced by one group of students: Press release Unit 6 (Traditional Media)

Name of the product you choose	EcoStick Sunscreen Sport
Press release headlines	1.Stream2Sea launches 2022 APAC Beauty and Best Seller Skin Care 2.Sream2Sea launches Sunscreen For Face and Body SPF 35+ 3.Stream2Sea Wins ‘2022 New Brand Award’ in Tmall Global Lady & Gentleman

The fourth observation was implemented with the lesson unit 8: PR Crisis Management. The data is presented in Table 4.8.

Table 4.8: Observation notes 4: Unit 8: PR Crisis Management

Observation 4		
English for Public Relations	Unit 8: PR Crisis Management	No. of students: 43
(The teacher introduced the lesson with a lead-in activity. Students were given a list of three different crisis situations and asked to come up with methods to lessen each one. (First case)		

1. One student responded when asked if they remembered the first occurrence.

2. After the teacher questioned if the incident was big or minor, one student responded.

3. When the teacher subsequently questioned whether the company was to blame for the situation, one student responded.

4. After the teacher asked if the students were the company's PR representatives, what they would do, one student gave their opinion, followed by another.

(Second case)

5. One student summarized the second occurrence after asking the class to read and discuss it.

6. One student responded when the teacher invited students to consider the impact of this tragedy.

7. One student responded when the teacher asked if the business should shut down the operation.

8. When the teacher subsequently questioned whether the company was to blame for the situation, one student responded.

9. The teacher then posed the question, "If you were a PR representative for this company, what would you do?" Two students simultaneously responded, and then another student gave their response.

(Last case)

10. When the teacher asked the class to compare the size of the impact of the current instance to that of the two cases before it, one student responded.

11. One student responded when the teacher asked who was likely to see this complaint.

12. When the teacher questioned if the Bangkok Post will cover this occurrence, two students simultaneously responded, followed by the response of a third student.

(The teacher presented real-world examples based on current news reports)

13. One student responded when the teacher asked the class to reflect on how the corporation handled the problem.

14. When the teacher followed up with a question about alternative solutions, one student responded.

(Teacher taught how to write a holding statement)

15. No one raised a question when the teacher asked the class if they had any.

(During a guest speaker's experience-sharing)

16. Despite repeated requests from the teacher and a guest speaker, no one from the class ever posed a question.

(Group exercise)

17. In breakout rooms, every student engaged in peer discussion and real-world knowledge exchange.

18. The teacher asked the students in each room if they had any questions, and seven groups raised inquiries about the work.

19. The crisis management exercise was completed by all students, as seen on a live Google document.

20. After providing feedback to each set of students, a guest speaker asked if there were any questions, to which two students responded.

According to Table 4.11, the observed class had 43 students and was studying PR Crisis Management in Unit 8. Both the teacher and a guest speaker led the class, which included group activities. Students demonstrated high engagement levels and active participation in class discussions and challenges. However, they preferred to ask questions in breakout spaces rather than in front of the entire class.

When analyzed using the revised Bloom's Taxonomy, the following results were observed:

1. Remembering: Students could recall details and events related to the crisis situations discussed. For instance, one student remembered the first occurrence, and another summarized the second occurrence.

2. Understanding: Students comprehended the impact of crisis situations and the role of a PR representative in managing them. They also understood the principles of writing a holding statement.

3. Applying: Students could apply their knowledge of crisis management to create their crisis management plans for a given scenario.

4. Analyzing: Students were able to analyze the crisis situations and responses to them, as well as reflect on alternative solutions.

5. Evaluating: No evidence of evaluating was observed.

6. Creating: Students were able to create their crisis management plans for a given scenario during the group exercise.

The use of real-life scenarios and peer discussion may have contributed to deeper learning and understanding of the course material. The group exercise allowed students to collaborate and use their creativity to apply their knowledge practically. However, there was no evidence of evaluating during the observations. Once again, this observation further reinforced the findings from the learning log entries. However, the evidence of evaluating appeared to be more prevalent in the learning logs, where the students were able to freely reflect on their opinions.

An in-class activity created by one group of students that reflected their critical thinking abilities and promoted PR content, PR specialized language, and PR professional practices in accordance with the CLIL's 4Cs is shown in Table 4.9.

Table 4.9: Sample of summative activity by one group of students: Unit 8 PR Crisis Management

News	Color	How to respond
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2.2⁵ Staff are friendly, rooms got nice view. However, one night when we are on the midst of celebrating my daughters birthday in our room with our Thai friends and kids we found this Rove beetle (poisonous beetle) crawling on our toilet seat (good thing our friends kid checked the toilet seat before even sitting on it). We went to complain to front desk they sent us a staff from housekeeping and just threw the beetle when we asked for the Manager, we called back again then the Duty Manager came as usual she apologized and mentioned she is not familiar with the beetle which is a bit funny as our Thai friend mentioned that this kind of beetle is circulating over Thailand & most of the locals knew of it. Never offered us to change room we need to ask for it. Moreover, was given connecting room which we are not comfortable on but we don't have a choice as they say no rooms available (like really?) and gave us free drinks access however we didn't even use as there was only a specified timing stated on it. This is not the service we expect for a 5 star hotel, the beetle alone is a big NO NO as it's poisonous and we got baby with us. Service recovery given was so POOR, room upgrade was NOT even provided or even shuttle service to airport as I believe other hotels would have provided no questions asked. "SUCH A DISAPPOINTMENT"	Yellow	1. We sincerely apologize to the customer for any inconvenience, We are ensuring this issue won't happen again. 2. Contact the relevant section to raise the level of cleaning. Check the room carefully before customers stay. 3. Ask to contact the customer personally to be responsible for what happened. Gift voucher 10% discount for next stay instead of only apologies. 4. Thank the customer for reviews and we will continue to
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		improve our hotel.
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In conclusion, the results from both the learning log entries and all four observations were consistent and supported each other. The students demonstrated the use of both lower and higher-order thinking skills, suggesting a deeper level of learning. They expanded their knowledge through peer learning, learning from external experts, and teacher scaffolding. Additionally, they applied their newfound knowledge in real-world scenarios, indicating the practical application of their learning. Furthermore, the students' motivation was found to be highly developed, as evidenced by their active participation and engagement in classroom activities. The collaborative CLIL teaching approach was effective in facilitating the development and expansion of the students' knowledge and skills related to PR, as well as promoting their motivation and engagement in the learning process.

4.3 Research question 3: What are the opinions of students toward the collaborative CLIL teaching?

Two research instruments used in this part were 1) students' evaluation questionnaire, and 2) semi-structured interview.

The questionnaire is divided into three main sections.: Part 1 students' personal information including sex, age, major, and faculty; Part 2 students' opinions toward the collaborative CLIL teaching in the areas of 1) Objectives and content of the course, 2) Teaching materials, 3) Teaching methodology and activities, 4) Teacher and guest speaker, 5) Evaluation, 6) Overall impression; and Part 3 additional comments about the course.

Semi-structured interview contained two parts of questions: 1) students' opinions toward the collaborative CLIL teaching, and 2) students' opinions toward the collaborative CLIL teaching on their effect of self-efficacy. In this section, just the information gathered from the first section of questions was examined.

Based on the various methods of data analysis, the outcomes from both instruments were separated into two groups: 1) Quantitative data including part 2 of

students' evaluation questionnaire and 2) Qualitative data including part 3 additional comments about the course of students' evaluation questionnaire and data gained from the semi-structured interview.

4.3.1 Quantitative data

The results of part 2 of the students' opinion evaluation questionnaire, which was completed by students after the course had ended and was primarily designed to find out whether they were satisfied with the collaborative CLIL teaching, were reported in this section.

According to a statistical formula, the primary study participants were asked to score the strength of their thoughts regarding the following criteria on a four-point Likert scale ranging from "Strongly agree" to "Strongly disagree":

$\bar{x} = 3.25-4.00$ means 'Strongly agree'

$\bar{x} = 2.50-3.25$ means 'Agree'

$\bar{x} = 1.75-2.50$ means 'Disagree'

$\bar{x} = 1-1.75$ means 'Strongly disagree'

The data was examined using the descriptive statistics of mean and standard deviation in the SPSS program. Figure 4.1 illustrates the total mean score summary across six categories.

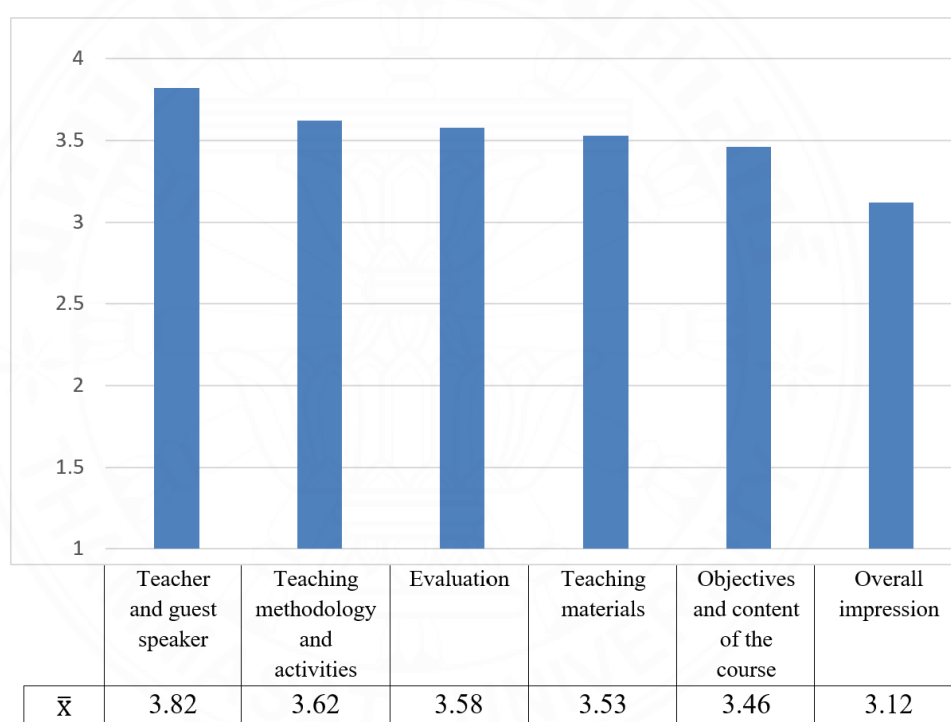
The analyses were conducted in two parts. In the first part, the data was summarized using the grand mean of each of the six main categories, which included: 1) Objectives and content of the course, 2) Teaching materials, 3) Teaching methodology and activities, 4) Teacher and guest speaker, 5) Evaluation, and 6) Overall impression. In the second part, the analysis was based on students' ratings of each opinion, regardless of its category for the purpose of data triangulation.

4.3.1.1 Analysis of grand mean of six main categories

Figure 4.1 illustrates the results of the collaborative CLIL teaching based on six areas, with the variables ordered in descending order from left to right based on their means. The mean ratings of the variables range from "Agree" ($\bar{x} = 3.12$) to "Strongly agree" ($\bar{x} = 3.82$). It is noteworthy that the only variable that received an "Agree" rating is the overall impression ($\bar{x} = 3.12$), while the remaining variables all received a "Strongly agree" rating.

Based on the results presented in the study, it appears that the English for PR elective course has been successful in improving students' content and language knowledge, as well as their awareness of professional culture. The collaboration between the English and PR teachers has led to an effective CLIL approach, as demonstrated by the high ratings in the six areas of collaborative CLIL teaching, particularly for the teacher and guest speaker category, which received the highest overall mean score.

Figure 4.1 Total means of students' opinion in each area



Overall, the results of the study suggest that the English for PR elective course has the potential to be an effective means of improving students' language and content knowledge while also increasing their awareness of professional culture. However, further research may be necessary to determine the long-term impacts of the course and the potential for scaling it up to other universities or programs.

Tables 4.10–4.15 provide a detailed breakdown of the results for each important factor, ranking them from highest to lowest.

Table 4.10: Students' opinions toward teacher and guest speaker

Teacher and guest speaker	$\bar{x}$	S.D.	Levels of opinion
Teacher's teaching methodology helps students understand the lesson easily.	3.65	0.48	Strongly agree
Teacher is friendly and has a good relationship with students.	3.85	0.36	Strongly agree
The invited guest speaker helps me gain more understanding about public relations.	3.95	0.22	Strongly agree
Total	3.82	0.36	Strongly agree

According to the data presented in Table 4.10, the teacher and guest speaker received the highest overall mean score ($\bar{x} = 3.82$) out of the six categories, with mean scores for all opinions ranging from 3.65 to 3.95, which were all at the "Strongly agree" level. It can be inferred that the students held the teacher and guest speaker in high regard, based on their positive feedback. The statement that received the highest rating ($\bar{x} = 3.95$) was "*The invited guest speaker helps me gain more understanding about public relations,*" indicating the importance of having industry professionals share their insights with students. This suggests that bringing in a guest speaker to complement the teacher's expertise can be an effective strategy in collaborative CLIL teaching.

However, the statement "*Teacher's teaching methodology helps students understand the lesson easily*" had the lowest mean score in this category ($\bar{x} = 3.65$), although it was still interpreted as "Strongly agree." This suggests that while the teacher received positive feedback overall, there may be room for improvement in the teaching methodology to better meet students' needs and facilitate their understanding of the course material.

Table 4.11: Students' opinions toward teaching methodology and activities

Teaching methodology and activities	$\bar{x}$	S.D.	Levels of opinion
The teaching steps are easy to follow.	3.50	0.51	Strongly agree

There is a wide variety of activities and exercises.	3.50	0.51	Strongly agree
Activities and exercises in each unit can improve my English communication ability.	3.40	0.50	Strongly agree
Activities and exercises of each unit in general are suitable.	3.70	0.47	Strongly agree
Activities and exercises of each unit are suitable for my English background knowledge.	3.35	0.87	Strongly agree
Comments from group work enable me to be better in doing individual work.	3.60	0.50	Strongly agree
Feedbacks and advice from teacher enable me to be better in doing final project.	3.70	0.47	Strongly agree
Feedbacks and advice from professionals enable me to be better in doing final project.	3.65	0.49	Strongly agree
I enjoy studying with friends in a group.	3.80	0.52	Strongly agree
I learn and improve my English communication ability through working in a small group.	3.80	0.52	Strongly agree
Studying through seeing comments of group work before individual work stage helps me to write well.	3.85	0.37	Strongly agree
I think that practicing writing in group is necessary for individual writing.	3.85	0.37	Strongly agree
I think that it is good to learn both content and language in the same lesson.	3.40	0.60	Strongly agree
This course provides enough opportunities for communication skills development.	3.65	0.49	Strongly agree
This course is a student-centered because students learn by doing activities and exercises themselves.	3.65	0.49	Strongly agree

I like the way that the teacher provides broad instruction because students are free to create the details of what they want to communicate.	3.55	0.51	Strongly agree
All activities are fun and interesting.	3.65	0.49	Strongly agree
The course content and teaching aids are prepared suitably.	3.65	0.49	Strongly agree
Total	3.62	0.51	Strongly agree

According to Table 4.11, the instructional methods and activities received the second-highest rating out of the six categories, with an average score of 3.62. The mean scores ranged from 3.35 to 3.85. The two statements with the highest mean scores were related to the effectiveness of peer learning and group work, which were "*Studying through seeing comments of group work before individual work stage helps me to write well*" and "*I think that practicing writing in a group is necessary for individual writing.*" On the other hand, the statement "*Activities and exercises of each unit are suitable for my English background knowledge*" received the lowest mean score ($\bar{x} = 3.35$).

It's worth noting that despite receiving the lowest mean score in the instructional methods and activities category, the statement "*Activities and exercises of each unit are suitable for my English background knowledge*" still had a mean score of 3.35, which is considered very high and is interpreted as "Strongly agree." This suggests that while some students may have felt that the course content was not well-matched to their language abilities, the majority still agreed that the activities and exercises were suitable for their English background knowledge.

To conclude, the positive feedback from students regarding the instructional methods and activities is encouraging, and the areas where improvements are needed can be addressed to further enhance the course's effectiveness.

Table 4.12: Students' opinions toward evaluation

Evaluation	$\bar{x}$	S.D.	Levels of opinion
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Explaining the evaluation criteria before evaluating is suitable.	3.75	0.44	Strongly agree
The evaluation criteria are clear and suitable.	3.55	0.51	Strongly agree
The evaluation is well balanced between content and language.	3.45	0.51	Strongly agree
Total	3.58	0.49	strongly agree

According to Table 4.12, students' opinions on evaluation ranked third among the six categories, with all statement mean scores falling within the "Strongly agree" range and an overall mean score of 3.58. The statement "*Explaining the evaluation criteria before evaluating is suitable*" had the highest mean score of 3.75, indicating students valued clear communication of the evaluation criteria. While the statement "*The evaluation is well balanced between content and language*" had the lowest mean score of 3.45, it still fell within the "Strongly agree" range, suggesting that students perceived a high level of balance between evaluating language proficiency and content knowledge. These results emphasize the importance of providing clear evaluation criteria and ensuring a balance between evaluating language proficiency and content knowledge.

Table 4.13: Students' opinions toward teaching material

Teaching materials	$\bar{x}$	S.D.	Levels of opinion
Teaching materials in each unit are useful for my understanding of the content.	3.55	0.51	Strongly agree
Teaching materials in each unit are useful for my understanding of the PR specialized language.	3.55	0.51	Strongly agree
Teaching materials in each unit are useful for my understanding of the PR culture.	3.40	0.50	Strongly agree
Teaching materials in each unit are useful for developing my critical thinking skill.	3.70	0.47	Strongly agree
Teaching materials are interesting.	3.65	0.49	Strongly agree

Teaching materials are easy to understand.	3.35	0.49	Strongly agree
Total	3.53	0.49	Strongly agree

The results presented in Table 4.13 indicate that students' opinions of the instructional material were generally positive, as all mean scores for the various viewpoints fell within the "Strongly agree" range. The lowest rating in this category was for the statement "*Teaching materials are easy to understand*," which had a mean score of 3.35. However, even this rating suggests that most students strongly agreed and found the instructional material to be easy to comprehend. On the other hand, "*Teaching materials in each unit are useful for developing my critical thinking skill*" received the highest mean score of 3.70, indicating that students found the material to be beneficial in terms of their overall development. The positive ratings in this category suggest that the instructional materials used in the course were well-suited to the needs of the students and aided in their learning process.

Table 4.14: Students' opinions toward objectives and content of the course

Objectives and content of the course	$\bar{x}$	S.D.	Levels of opinion
Course objectives are suitable to develop PR content, specialized English language abilities, and PR core professional values.	3.50	0.51	Strongly agree
Content of the course in general are interesting.	3.65	0.49	Strongly agree
The difficulty level of the content of the course suits my English background knowledge.	3.00	0.79	Agree
Content of the course in general are suitable for the teaching allocation time.	3.50	0.51	Strongly agree
Content of the course meet my learning styles and needs.	3.50	0.51	Strongly agree
Content of the course match the objectives of the course.	3.60	0.50	Strongly agree

The content of the course can improve my English communication ability in order to communicate in real-world and my study.	3.35	0.49	Strongly agree
The content of the course is useful for my major and my faculty.	3.40	0.50	Strongly agree
The content of the course is authentic.	3.65	0.49	Strongly agree
Total	3.46	0.53	Strongly agree

The data presented in Table 4.14 suggests that students had mixed opinions about the course's objectives and content, which were rated fifth out of the six categories. The relatively lower average ratings for this category could be attributed to the fact that students had varied English proficiency levels, with some finding the course content too challenging. This is reflected in the fact that the statement *"The difficulty level of the content of the course suits my English background knowledge"* received the lowest mean score ($\bar{x} = 3.00$). It is worth noting that 35% of the participants received a "B or Good" rating, while 45% of them received a grade between "C+ or Fairly Good" and "D or Very Poor," which is below the "B or Good" standard. However, it is also important to note that despite this lower score, the mean rating is still high and interpreted as "Agree."

The fact that the majority of comments for all viewpoints were "Strongly agree" suggests that students generally had positive opinions about the course's objectives and content. The two statements with the highest mean scores (3.65) - *"Content of the course in general are interesting"* and *"the content of the course is authentic"* - indicate that students found the course material to be engaging and relevant. Overall, the ratings in this category suggest that the course's objectives and content were generally well-received by the students, despite some challenges with varying English proficiency levels.

Table 4.15: Students' opinions toward overall impression

Overall impression	$\bar{x}$	S.D.	Levels of opinion
The course is beneficial for my further studies.	2.25	0.79	Disagree

The course is beneficial for my future career.	3.10	0.72	Agree
If this course is being provided in the future, I'd love to recommend it to my friends.	4.00	0.00	Strongly agree
Total	3.12	0.50	Agree

According to Table 4.15, the overall impression category received the lowest ratings among the six categories, with an overall mean score of 3.12, indicating an "Agree" level. Students' opinions in this area ranged from 2.25 to 4.00. The statement with the lowest mean score was "*The course is beneficial for my further studies*" ($\bar{x} = 2.25$), which was interpreted as "Disagree," while most students still agreed that the course is beneficial for their future careers with a mean score of ($\bar{x} = 3.10$).

However, the highest mean score in this category was "*If this course is being provided in the future, I'd love to recommend it to my friends*" ($\bar{x} = 4.00$), indicating that students were enthusiastic about recommending the course to their peers.

4.3.1.2 Analysis of students' opinions across categories

To account for any potential impact that differences in the number of students' opinion statements across categories may have on the grand mean result, all of the students' opinions in each category were reorganized into rankings, thus providing a triangulated perspective on the results presented earlier.

As presented in Table 4.16, it was evident that they held a positive impression of the course overall. Out of the 36 opinions that students were asked to rate, all participants strongly and highly agreed with the statement that they would recommend the course to their friends if it were offered in the future.

In contrast, most students disagreed with the opinion that the course was beneficial for their studies, while some only agreed with two opinion statements, namely the course's potential benefits for their future careers and the suitability of the content difficulty level. The remaining 32 opinion statements were strongly agreed upon by the students, suggesting that they were mostly satisfied with the course.

Table 4.16: Students' opinions across categories

No	Students' opinions	$\bar{x}$	S.D.	Levels of opinion	Categories
1	If this course is being provided in the future, I'd love to recommend it to my friends.	4.00	0.00	Strongly agree	Overall impression
2	The invited guest speaker helps me gain more understanding about public relations.	3.95	0.22	Strongly agree	Teacher and guest speaker
3	Teacher is friendly and has a good relationship with students.	3.85	0.36	Strongly agree	Teacher and guest speaker
4	Studying through seeing comments of group work before individual work stage helps me to write well.	3.85	0.37	Strongly agree	Teaching methodology and activities
5	I think that practicing writing in group is necessary for individual writing.	3.85	0.37	Strongly agree	Teaching methodology and activities
6	I enjoy studying with friends in a group.	3.80	0.52	Strongly agree	Teaching methodology and activities
7	I learn and improve my English communication ability through working in a small group.	3.80	0.52	Strongly agree	Teaching methodology and activities
8	Explaining the evaluation criteria before evaluating is suitable.	3.75	0.44	Strongly agree	Evaluation

9	Feedbacks and advice from teacher enable me to be better in doing final project.	3.70	0.47	Strongly agree	Teaching methodology and activities
10	Activities and exercises of each unit in general are suitable.	3.70	0.47	Strongly agree	Teaching methodology and activities
11	Teacher's teaching methodology helps students understand the lesson easily.	3.65	0.48	Strongly agree	Teacher and guest speaker
12	Feedbacks and advice from professionals enable me to be better in doing final project.	3.65	0.49	Strongly agree	Teaching methodology and activities
13	All activities are fun and interesting.	3.65	0.49	Strongly agree	Teaching methodology and activities
14	The course content and teaching aids are prepared suitably.	3.65	0.49	Strongly agree	Teaching methodology and activities
15	This course provides enough opportunities for communication skills development.	3.65	0.49	Strongly agree	Teaching methodology and activities
16	This course is a student-centered because students learn by doing activities and exercises themselves.	3.65	0.49	Strongly agree	Teaching methodology and activities

17	The content of the course is authentic.	3.65	0.49	Strongly agree	Objectives and content of the course
18	Content of the course in general are interesting.	3.65	0.49	Strongly agree	Objectives and content of the course
19	Comments from group work enable me to be better in doing individual work.	3.60	0.50	Strongly agree	Teaching methodology and activities
20	Content of the course match the objectives of the course.	3.60	0.50	Strongly agree	Objectives and content of the course
21	The evaluation criteria are clear and suitable.	3.55	0.51	Strongly agree	Evaluation
22	I like the way that the teacher provides broad instruction because students are free to create the details of what they want to communicate.	3.55	0.51	Strongly agree	Teaching methodology and activities
23	There is a wide variety of activities and exercises.	3.50	0.51	Strongly agree	Teaching methodology and activities
24	The teaching steps are easy to follow.	3.50	0.51	Strongly agree	Teaching methodology and activities
25	Content of the course in general are suitable for the teaching allocation time.	3.50	0.51	Strongly agree	Objectives and content of the course

26	Content of the course meet my learning styles and needs.	3.50	0.51	Strongly agree	Objectives and content of the course
27	Course objectives are suitable to develop PR content, specialized English language abilities, and PR core professional values.	3.50	0.51	Strongly agree	Objectives and content of the course
28	The evaluation is well balanced between content and language.	3.45	0.51	Strongly agree	Evaluation
29	The content of the course is useful for my major and my faculty.	3.40	0.50	Strongly agree	Objectives and content of the course
30	I think that it is good to learn both content and language in the same lesson.	3.40	0.60	Strongly agree	Teaching methodology and activities
31	Activities and exercises in each unit can improve my English communication ability.	3.40	0.50	Strongly agree	Teaching methodology and activities
32	Activities and exercises of each unit are suitable for my English background knowledge.	3.35	0.87	Strongly agree	Teaching methodology and activities
33	The content of the course can improve my English communication ability in order to communicate in real-world and my study.	3.35	0.49	Strongly agree	Objectives and content of the course
34	The course is beneficial for my future career.	3.10	0.72	Agree	Overall impression

35	The difficulty level of the content of the course suits my English background knowledge.	3.00	0.79	Agree	Objectives and content of the course
36	The course is beneficial for my further studies.	2.25	0.79	Disagree	Overall impression

The findings from this quantitative part suggest that the collaborative CLIL teaching approach in the English for PR course received positive feedback from the participants in most categories. The highest ratings were given to the teacher and guest speaker, which indicates that the students found their expertise and teaching methods effective. The results also show that instructional methods and activities were considered effective, with peer learning and group work receiving the highest mean scores. However, the suitability of the course's activities and exercises for students' English background knowledge received the lowest rating in this category. In terms of evaluation, the students felt that explaining the evaluation criteria before evaluating was suitable. The course's objectives and content received mixed feedback, with the general interest and authenticity of the content being rated highly, while the difficulty level of the content received the lowest rating. Finally, the collaborative CLIL teaching approach was rated lower than other categories, with the perceived benefit for further studies receiving the lowest rating. However, the students indicated a willingness to recommend the course to their friends if it were offered in the future.

In conclusion, the study provides insights into the students' perceptions of the English for PR elective course and the collaborative CLIL teaching approach. The positive feedback on the teacher, guest speaker, instructional methods, and content suggests that the course was successful in meeting its objectives, while the lower ratings in the collaborative CLIL teaching category indicate potential areas for improvement in future offerings of the course.

4.3.2 Qualitative data

To gain a deeper understanding of students' perceptions of collaborative CLIL teaching, this section presents the findings from semi-structured

interviews and additional comments from Part 3 of the questionnaire. Five students from different majors, including Fisheries Science, Agricultural Communication, and Agriculture, volunteered for extensive interviews conducted in their native Thai language via Zoom. Each interview took between 30 minutes to an hour. Records were made during the interviews and transcriptions were produced for analysis of the students' opinions on collaborative CLIL teaching. Selected parts the interviews were translated into English to highlight the findings. During the interviews, the researcher ensured understanding and after transcription, a member check was conducted by emailing the data to all participants to ensure accuracy and validity.

After analyzing all of the student opinions, the following themes have emerged and are presented in this section:

4.3.2.1 Appreciation for teacher's expertise

The results of the qualitative phase support the findings from the quantitative data that the "teacher and guest speaker" received the highest ratings from students. Students expressed their appreciation for the teacher's expertise in the field of PR. They acknowledged the value of the teacher's insights and how they have contributed to a better understanding of the subject matter. These opinions indicate that the teacher's expertise has been instrumental in creating an engaging and effective learning experience.

For example, one student expressed his or her appreciation for the teacher's expertise by acknowledging the teacher's ability to share knowledge and advice with the students. Despite not being very vocal in class, the student still paid attention to the teacher's insights and values them. This opinion indicates that the teacher's expertise is highly valued by the student.

“You (ESP teacher) shared with us your expertise in the PR industry and provided us a lot of advice. Even though I didn't speak up all that much in class, I still really love it, and I just wanted to let you know that I always paid attention to what you had to say.” (Student 2)

Another student further confirmed appreciation for the teacher's expertise by stating that the student had no suggestions for improvement. This

opinion implies that the student was satisfied with the teacher's instruction and found it beneficial. The absence of any critical feedback suggests that the student has confidence in the teacher's expertise.

“For your instruction, I have no suggestions. I enjoy the whole process from beginning to end. I greatly appreciate it.”
(Student 4)

Additionally, the following excerpt also highlights the teacher's ability to provide practical insights into the professional world of PR. The teacher's use of actual documents from their experience helps students understand the field in a more comprehensive manner. This opinion also confirmed that the teacher's expertise has played a critical role in improving the students' understanding of the subject matter.

“I like that the teacher gave us a better understanding of what public relations professionals actually do by displaying the actual documents from your experience.” (Student 5)

In conclusion, the students' opinions highlight the importance of the teacher's expertise in creating an effective and engaging learning experience in the field of PR. The teacher's ability to share practical insights, provide valuable advice, and display real-world documents has been instrumental in improving the students' understanding of the subject matter. While it may be argued that this success was mainly due to the teacher's past experience in the PR industry, it is important to note that the teacher was regularly updated with new information through collaboration with domain experts. This highlights the value of collaboration and ongoing professional development for teachers who may not have direct experience in specialized fields. The students' satisfaction with the teacher's expertise demonstrates the effectiveness of the collaborative CLIL teaching approach. This approach can be highly successful in providing students with a comprehensive and valuable learning experience.

4.3.2.2 Positive feedback on guest speaker

Students during an interview phase also expressed their positive feedback on the guest speaker who shared her insights in the field of PR,

particularly in the area of crisis management. The guest speaker's ability to engage the students while providing valuable insights contributed to the students' positive experience.

The following excerpt illustrates the students' positive feedback on the guest speaker's ability to engage the students and to provide a concise explanation that was easy to comprehend. The guest speaker's warm and approachable demeanor likely helped put the students at ease and made them receptive to the speaker's message.

"The guest speaker was welcoming and provided a concise explanation that was simple to comprehend." (Student 1)

Another excerpt highlights the guest speaker's ability to explain the subject matter in detail while keeping the students engaged. The speaker's communication skills contributed to the students' positive experience.

"The guest speaker is appealing. She explained everything to us in detail. As I listened to her talk, I had no desire to fall asleep." (Student 3)

Another student also expressed his or her appreciation for the input from a professional in the field of PR. The guest speaker's insights provided the students with a unique perspective on the subject matter and helped reinforce the importance of the course content.

"Receiving input from a professional in the field of PR was wonderful." (Student 2)

In conclusion, the students' positive feedback on the guest speaker's insights and communication skills highlight the value of inviting professionals from the field of PR to participate in the collaborative CLIL teaching. The guest speaker's ability to engage the students while providing valuable insights demonstrates the effectiveness of this approach in providing students with a comprehensive and valuable learning experience. It is important to note that the success of the guest speaker's participation is largely due to the criteria for selection, which prioritizes

individuals with strong communication skills and extensive experience in the field of PR. Additionally, inviting professional as guest speakers in the classroom also contributes to her own professional development, further highlighting the success of the collaborative CLIL approach in this study. Overall, the positive feedback on the guest speaker indicates the value of incorporating professionals into the learning process to provide students with practical and real-world insights.

4.3.2.3 Enjoyment of collaborative learning

Some students also expressed their enjoyment of collaborative learning in this course. The student's appreciation for group exercises and the teacher's encouragement to come up with their own ideas highlight the effectiveness of collaborative learning in engaging students. Collaborative learning allows students to work together and learn from each other while developing their own ideas. As illustrated by the selected excerpt below, a student clearly expressed enjoyment of collaborative learning by highlighting the student's appreciation for group exercises and the teacher's encouragement to come up with their own ideas. The positive feedback on the teacher's facilitation of group exercises indicates that the teacher's approach to collaborative learning has been effective in engaging the students.

“I enjoy every group exercise in this course. I appreciate how the teacher always encourages us to come up with our own ideas. Working with friends and learning a lot from the teacher's feedback and the class conversation were both enjoyable.” (Student 5)

To sum up, the students' positive feedback on collaborative learning demonstrates the effectiveness of the collaborative CLIL teaching approach in providing a student-centered and scaffolded learning experience. The student-centered approach of CLIL enables students to take ownership of their learning, while also providing opportunities for collaboration and learning from peers. Overall, the positive feedback on collaborative learning highlights the value of the CLIL approach in providing a comprehensive and engaging learning experience for students.

4.3.2.4 Improvement in English comprehension

In addition, some students expressed their appreciation for the improvement in their English language learning. For example, one student acknowledged the initial difficulty of comprehending PR content written in English, which is not their first language. However, they also expressed gratitude for the teacher's thorough explanations, which steadily improved their comprehension. This opinion highlights the importance of effective language instruction in the CLIL approach, which plays a critical role in facilitating students' understanding of the subject matter.

“I was initially frightened when I learned that all PR content was written in English. However, the exercises in class and the teacher's thorough explanation steadily improve my comprehension.” (Student 5)

Overall, the students' positive feedback on their improvement in English language learning highlights the success of the collaborative CLIL teaching approach in facilitating students' comprehension of subject matter in a language that is not their first. Learning a foreign language can be a challenging task, especially for students with low English proficiency. However, through careful planning and student scaffolding, the students were able to overcome these challenges and achieve success in their language learning. The CLIL approach emphasizes the integration of language and content learning, which can lead to more meaningful and engaging learning experiences for students. This study provides evidence of the success of the collaborative CLIL teaching approach in improving students' language proficiency and subject matter comprehension, which can be beneficial for their future academic and professional success.

4.3.2.5 Appreciation for course materials

Some students also expressed their opinions and appreciation for the quality of course materials provided by the teacher. The students found the course materials to be helpful in their learning experience and contributed to their overall enjoyment of the course. Quality course materials are essential in creating an engaging and comprehensive learning experience, and the teacher's effort in providing

them has clearly contributed to the students' success. For example, one student expressed appreciation for all the information, materials, and handouts that the teacher provided, suggesting that they had been helpful in the students' learning experience. This opinion indicates the importance of quality course materials in creating an effective learning experience.

"All of the information, materials, and handouts that the teacher provided were helpful." (Student 1)

Another student further highlighted his or her enjoyment of the course, with all the information, materials, and handouts provided being helpful. The teacher's effort in providing quality course materials has contributed to the student's excitement about learning, indicating the value of creating an engaging and comprehensive learning experience.

"I enjoy every aspect of this course. I believe that enrolling in this course was the perfect choice for me. All of the information, materials, and handouts that the teacher provided were helpful. This is the first class that really got me excited about learning." (Student 2)

In conclusion, the students' opinions demonstrate the significance of quality course materials in creating an effective learning experience in the CLIL approach. The teacher's effort in providing helpful and engaging course materials has contributed to the students' success and excitement about learning. Furthermore, the collaboration with domain experts in the field of PR has enabled the teacher to gather real-world materials and information that have contributed to the creation of high-quality course materials. This success in collaborative CLIL teaching highlights the importance of incorporating real-world materials and expertise into the classroom to create a comprehensive and engaging learning experience.

4.3.2.6 Reinforcement of career goals

Some students also highlighted how the course has impacted the students' career aspirations in the field of PR. The teacher's expertise and the guest speaker's insights have played a significant role in reinforcing the students' career goals.

For instance, one student expressed how the course had further strengthened his or her desire to work in the field of PR. The teacher's expertise and the guest speaker's insights likely played a significant role in reinforcing the student's career aspirations.

“I've always wanted to work in the field of PR, and this course has further strengthened my desire to do so.” (Student 3)

In contrast, another student acknowledged that PR was not the student's preferred field but praised the teacher for making it easier to understand his or her future decisions. This opinion suggests that the teacher's ability to communicate the importance of PR has helped the student gain a better understanding of the subject matter and how it relates to their career goals.

“Even though PR isn't really my thing, you've made it easier for me to understand my future decisions.” (Student 4)

Overall, the success of the collaborative CLIL teaching approach is evident in how the students have been impacted in terms of their career aspirations. The teacher's expertise and the guest speaker's insights have provided the students with authentic materials and updated information in the field of PR, which has helped them gain a better understanding of the subject matter and its relevance to their future careers. As a result, the students can now see their future more clearly, whether it be pursuing a career in PR or making more informed decisions about their future careers. The success of this approach highlights the value of combining language learning with subject matter learning and collaborating with domain experts to provide students with an engaging and comprehensive learning experience.

In summary, the collaborative CLIL teaching approach has been highly successful in providing students with a comprehensive and valuable learning experience. The positive feedback from students on the teacher's expertise, guest speaker's insights, collaborative learning, improvement in English language learning, and quality course materials demonstrates the effectiveness of this approach. Furthermore, the success of the approach in impacting the students' career aspirations highlights the importance of incorporating authentic materials and updated information

into the classroom to create a meaningful and relevant learning experience. In conclusion, the collaborative CLIL teaching approach has proven to be a highly effective method of providing students with the skills, knowledge, and confidence they need to succeed in their academic and professional endeavors.

Overall, the study's findings from quantitative and qualitative phrases demonstrate the effectiveness of the collaborative CLIL teaching approach in the English for PR elective course. The positive feedback on the teacher's expertise, guest speaker's insights, and instructional methods highlights the value of incorporating real-world materials and expertise into the classroom to create a comprehensive and engaging learning experience. Additionally, the success of the CLIL approach in improving students' language proficiency and subject matter comprehension emphasizes the value of combining language learning with subject matter learning. While there are areas for improvement, such as the suitability of activities and exercises for students' English background knowledge and the perceived benefit for further studies, the study's overall positive feedback indicates that the collaborative CLIL teaching approach can be highly successful in providing students with a valuable learning experience. The study's insights can be beneficial for educators seeking to incorporate a CLIL approach in collaboration with the domain experts in their teaching methods and for future offerings of the English for PR course.

4.4 Research question 4: What are the opinions of students toward the collaborative CLIL teaching on the effect of self-efficacy?

This section sought to address the fourth major research question: *What are the opinions of students toward the collaborative CLIL teaching on the effect of self-efficacy?* The weekly learning log and semi-structured interview were two of the two research tools that were used to gather the data.

Students' replies to the second question in the weekly learning log were incorporated in the first instrument. Students were encouraged to respond in either Thai or English, so the language preference they preferred to employ in their responses served as another indicator of the students' enhanced self-efficacy. That is, it may be inferred that they started to feel more secure, more at ease, and develop more

confidence, enough to practice and utilize the English language, if they were confident enough to use it in composing those responses.

In order to investigate students' self-efficacy development and determine whether this collaborative CLIL teaching contributed to students' enhanced self-efficacy, the second tool was the semi-structured interview, which was composed of questions that sought to elicit students' reflective opinion regarding their current English abilities and obstacles in using English. The information was derived from one-on-one interviews with five students who represented three different majors: Agriculture, Agricultural Communication, and Fisheries Science. Each interview lasted between 30 and an hour over the Zoom online meeting platform and was conducted in the students' native Thai language. To demonstrate the findings, only a carefully chosen excerpts of the interviews were translated into English. The researcher repeatedly double-checked understanding during the interviews to avoid any misunderstanding, and after all the interviews were transcribed, the member check was carried out by emailing the transcription of the data to all participants to guarantee accuracy and validity.

4.4.1 Results from the weekly learning log

The results of the learning logs collected from 20 participants over 12 weeks clearly indicate that the students' opinions align with Bandura's (1993, p.144) characteristics of people with positive and low self-efficacy and their effects.

4.4.1.1 Student's low self-efficacy

Bandura's (1993) theory of self-efficacy suggests that individuals with low self-efficacy tend to perceive difficult tasks as personal threats and therefore, may shy away from them. Additionally, these individuals often have low aspirations and weak commitment towards their goals, focusing on self-doubt rather than concentrating on how to perform successfully. They dwell on their personal deficiencies and the obstacles they may encounter, leading to a negative mindset and a lack of motivation to persist through challenging situations. As a result, they may slacken their efforts and give up quickly when faced with difficulties. Moreover, individuals with low self-efficacy are slow to recover their sense of efficacy following failure or setbacks, which can lead to a loss of faith in their capabilities and make them vulnerable to stress and depression.

The findings from the learning logs, particularly from the first week and first few weeks, clearly showed that most students expressed a lack of self-efficacy in using the English language, which is similar to the outcomes obtained in the NA phase.

For example, one student expressed a lack of confidence in their English language abilities. The student's opinion of English as a challenging task indicates that he or she perceived it as a personal threat. The student's statement about not enjoying picking up new languages suggests a lack of intrinsic motivation, which can further reduce their self-efficacy.

"I have no confidence in my English. Perhaps it's because I don't enjoy picking up new languages. It seems challenging to me. Additionally, I lack confidence, therefore I typically shy away from speaking to others or using English with them."
(Student 2)

The student's comments below also exemplify low self-efficacy, as they focus on self-doubt and personal deficiencies rather than on strategies to perform successfully. This negative mindset can lead to a lack of motivation to persist through challenging situations and may result in the student slacking off their efforts or giving up quickly when faced with difficulties.

"I don't feel comfortable using English because I'm not very good at it." (Student 5)

"I don't feel comfortable using English grammar or even speaking and writing in the language. I'm concerned that I'll mispronounce a word. I'm worried that my accent and the message I'm attempting to communicate won't be understood. In order to communicate with foreigners, I must use gestures."
(Student 9)

"I don't feel comfortable speaking English. I am able to read, but due to my poor vocabulary, I lack confidence when speaking in English." (Student 11)

"I like talking to people, which is why I'm interested in PR, but my English is terrible. I am able to read English words, but I am clueless as to their meaning." (Student 13)

"I don't feel comfortable using English. Even though I frequently listen to English songs and can grasp some of the phrases, I absolutely lack confidence when speaking English since I am constantly worried about making mistakes." (Student 16)

All above excerpts elicited mainly from the first few weeks provide evidence that supports a lack of self-efficacy of students in using the English language, with many indicating a perception of English as a personal threat due to the perceived difficulty of the language. Additionally, the students tended to focus on their personal deficiencies and potential obstacles indicating a negative mindset and a lack of motivation to persist through challenging situations.

4.4.1.2 Students' self-efficacy and aspiration

While some responses clearly indicated a lack of self-efficacy, there were entries that showed some signs of motivation despite the low confidence. For example, one student expresses a lack of confidence in using English, indicating low self-efficacy. However, the student also acknowledges the significance of English, suggesting some level of intrinsic motivation to improve their skills. It is possible that the student's recognition of the importance of English may serve as a motivating factor to overcome their low self-efficacy and approach language learning with a more positive mindset.

"I have zero confidence utilizing English. Although I find it challenging to understand, I am aware of its significance in our lives." (Student 8)

Another student's lack of confidence in their English language abilities is apparent, indicating low self-efficacy. However, the student also expressed a willingness to learn more because of the importance of English for their future. This statement suggests some level of extrinsic motivation to improve their skills. While the student's low self-efficacy may pose a challenge, their willingness to learn more indicates some level of proactive behavior, which may be a positive step towards improving their self-efficacy.

"I don't think I'm very good at English, therefore I'm not very confident in it, but I'm trying to learn more because it's vital for our future," (Student 19)

Moreover, although the majority of entries in the first learning logs were written in Thai, four entries stood out for their efforts to practice English. These students expressed their worries and opinions in English, despite acknowledging their lack of confidence in the language.

"What I didn't understand was how I used the right language so I didn't have the confidence to answer questions." (Student 7)

"I'm not very confident with my English. Because I still don't speak English very well." (Student 10)

"Feeling confident sometimes or only with certain people Because some people tend to find fault with using English." (Student 14)

"I'm not sure because I don't understand English, I'm afraid I'm going to say it wrong." (Student 20)

Despite their low confidence, these students showed a willingness to practice and communicate in English, suggesting some level of intrinsic motivation to improve their skills.

4.4.1.3 Students' self-efficacy development

The data showed that throughout the course of the 12 log entries, students' self-efficacy gradually improved, as can be seen in selected three students' entries illustrated in Tables 4.17 – 4.19.

Table 4.19: Student 4's log entries

Week 1 (Written in Thai, translated into English)	<i>I don't feel particularly comfortable using English. Although I frequently listen to English songs and can grasp some of the phrases, I absolutely lack confidence when speaking English since I am constantly worried that I will make a mistake.</i>
Week 2 (Unedited excerpt)	<i>I am not confident in today, But I will try with my best in this class.</i>
Week 3 (Unedited excerpt)	<i>I am not confident yet. because some words are difficult and never known before.</i>
Week 4 (Unedited excerpt)	<i>I feel confident just a little bit. but I'm not brave enough to talk to other people.</i>
Week 5 (Unedited excerpt)	<i>Today I am still shy to use English language but thank you teacher to work hard for your student.</i>
Week 6 (Unedited excerpt)	<i>I still feel insecure, but I'm starting to dare to say some words that I can read and write.</i>
Week 7 (Unedited excerpt)	<i>feel more confident than before because teachers teach well</i>
Week 8 (Unedited excerpt)	<i>I'm more confident for a little bit, I'm still very shy when i must to use English. But teacher Jen is so nice that you try to teach me slowly and let me feel more comfortable to speak English. Thank you teacher, You're really kind.</i>

Week 9 (Unedited excerpt)	<i>More confident writing English or grammar when working with friends who know it.</i>
Week 10 (Unedited excerpt)	<i>Today i am feel more confident just a bit, i think gramma that i learned today it's quite confused.</i>
Week 11 (Unedited excerpt)	<i>I feel confident just a little bit. Thank you teacher for a good teach.</i>
Week 12 (Unedited excerpt)	<i>I am more confident in this class. Teacher is so kind to student that make me confident to using English, Thank you for great experience I will not stop to improve myself.</i>

According to Table 4.17, the entries reflect the student's progress in gaining self-efficacy in using English throughout the course. In week 1, the student expressed a lack of confidence in speaking English and worried about making mistakes. However, in week 2, the student committed to trying their best in class, demonstrating a willingness to push themselves out of their comfort zone.

Throughout the following weeks, the student's efficacy gradually increased, with small improvements in speaking, writing, and grammar. The student recognized the teacher's efforts in providing effective instruction and support, which contributed to their confidence in the class. Additionally, working with friends who knew English provided a safe and supportive environment for the student to practice their skills.

In week 12, the student's efficacy had grown significantly, and they expressed gratitude for the teacher's kindness and dedication to their learning. The student acknowledged that improvement requires ongoing effort and expressed a commitment to continue working to improve their English proficiency.

In short, the student's entries demonstrate that self-confidence in language learning can be developed through consistent practice, supportive learning environments, and effective teaching.

Table 4.18: Student 12's log entries

Week 1 (Written in Thai, translated into English)	<i>I have zero confidence in my English. Perhaps it's because I don't enjoy picking up new languages. It seems challenging to me. Additionally, I lack confidence, therefore I typically shy away from speaking to others or using English with them.</i>
Week 2 (Unedited excerpt)	<i>I'm not confident yet. Because I'm still worried about the speech and the wrong/right translation</i>
Week 3 (Unedited excerpt)	<i>I feel more confident with my best friends. The reason why I didn't dare to say it was because fear of wrong grammar. Speak out, the listeners do not understand.</i>
Week 4 (Written in Thai, translated into English)	<i>With my closest pals, however, I feel more secure. Using English in class with other students made me anxious. They might not grasp my English, I worry.</i>
Week 5 (Written in Thai, translated into English)	<i>I'm confident but more apprehensive of using English terminology, but I'll keep trying.</i>
Week 6 (Unedited excerpt)	<i>Still lacking the confidence to talk to a lot of people. I think I will have more confident in speaking English outside the class after speaking test.</i>
Week 7 (Unedited excerpt)	<i>I gained more confidence in speaking, but I am still not sure whether the person I am talking to will understand what I am trying to communicate</i>
Week 8 (Unedited excerpt)	<i>I feel more confident. well, practice speaking simple words every day to become familiar with various words.</i>
Week 9 (Unedited excerpt)	<i>More confident because when I speak English more So it made me more confident in speaking.</i>
Week 10 (Unedited excerpt)	<i>I feel more confident. I have tried to practice using a mix of English and Thai. To practice using vocabulary.</i>
Week 11 (Unedited excerpt)	<i>I start to believe I can speak English outside class with a normal conversation between people.</i>

Week 12 (Written in Thai, translated into English)	<i>I have a lot more self-efficacy. Although I couldn't claim that my presentation today was excellent, I feel much more comfortable speaking now than I did on the first day of the training.</i>
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Based on Table 4.18, it is clear that throughout the course, the student's self-efficacy in using English gradually improved. In the first week, the student expressed having zero confidence in English, finding it challenging and feeling shy when speaking to others. In the second week, the student still lacked confidence and worried about mispronunciation and translation errors. By the third week, the student felt more confident with close friends but feared incorrect grammar when speaking to others.

As the weeks progressed, the student's self-efficacy increased. By the fifth week, the student was confident but still apprehensive about using English terminology. In week six, the student hoped to have more confidence in speaking English outside of class after the speaking test.

By week 8, the student reported feeling more confident and practiced speaking simple words every day to familiarize him or herself with various vocabulary. In week 9, the student felt even more confident after practicing speaking English more often. By week 10, the student felt more confident and tried using a mix of English and Thai to practice vocabulary.

In week 11, the student felt he or she could speak English outside of class with normal conversation between people. By the final week, the student reported having a lot more self-efficacy and feeling much more comfortable speaking than on the first day of the course. Overall, the student's entries reflect a gradual increase in self-efficacy and a growing confidence in using English.

Table 4.19: Student 15's log entries

Week 1 (written in Thai, translated into English)	<i>I lack confidence. I worry that my mispronunciations could cause misunderstandings. I also don't have a wide vocabulary.</i>
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Week 2 (Unedited excerpt)	<i>Not confident, but today, I learned a lot of new words. I felt that I had to remember to improve myself. both pronunciation practice and writing.</i>
Week 3 (Unedited excerpt)	<i>Still reluctant to communicate, but more courageous when with close friends.</i>
Week 4 (Unedited excerpt)	<i>Compared to doing group work in the previous week. A little more confident and learn more about vocabulary</i>
Week 5 (Unedited excerpt)	<i>I'm a bit more confident today and feel that I want to practice more and more. I enjoyed today's class.</i>
Week 6 (Unedited excerpt)	<i>I feel more confident. Try to practice speaking English with a group of friends.</i>
Week 7 (Unedited excerpt)	<i>I feel more confident yet but not yet dared to say</i>
Week 8 (Unedited excerpt)	<i>I think I'm more confident but only a little. Being in a group with close friends is more confident.</i>
Week 9 (Unedited excerpt)	<i>I feel more confident in using English. But I think that at some moments or occasions, I can't use English. At least there must be friends or acquaintances with them.</i>
Week 10 (Unedited excerpt)	<i>I feel more confident because teachers have good teaching techniques and make them easy to understand.</i>
Week 11 (Unedited excerpt)	<i>I'm more confident today because today teacher told us not to stress with ourselves. Teacher understood that students are different. I felt more encouraged since I don't need to fear that I'll be reprimanded when I make mistake.</i>
Week 12 (Unedited excerpt)	<i>I'm confident in speaking English when I'm with my friends because I know that it's okay to make mistakes when I'm wrong. Because I think that friends will support.</i>

According to Table 4.19, it is also evident that throughout the course, the student's self-efficacy in using English in this English for PR elective course gradually improved. In the first week, the student lacked confidence and worried about mispronouncing words and having a limited vocabulary. However, by the second week, the student began to learn new words and realized the importance of improving their pronunciation and writing skills.

In week 3, the student was still reluctant to communicate, but felt more courageous when with close friends. By week 4, the student was a little more confident and learned more about vocabulary while doing group work. In week 5, the student was more confident and enjoyed the class.

In week 6, the student felt even more confident and tried to practice speaking English with a group of friends. Week 7 brought even more confidence, but the student still wasn't quite ready to speak out loud. By week 8, the student felt more confident, especially when working in a group with close friends.

In week 9, the student felt more confident in using English, but still struggled in some situations where they didn't have a friend or acquaintance present. Week 10 brought even more confidence, thanks to the teacher's effective teaching techniques.

In week 11, the student felt more encouraged by the teacher's understanding and acceptance of students' differences, and this boosted their confidence even more. Finally, in week 12, the student felt confident in speaking English with friends, knowing that they would support them even if they made mistakes.

It can be concluded that the student's self-efficacy in using English increased as they progressed through the course, with the support of their teacher, friends, and classmates. The student gradually became more comfortable with using English, even in challenging situations, and learned to view mistakes as opportunities for growth and improvement.

4.4.1.4 Students' improved self-efficacy

All final log entries from the main participants demonstrated how much the English for PR elective course increased students' self-efficacy. They all made it quite obvious that they felt more comfortable using the English language. Some even described how much their self-efficacy had increased. The following are selected

excerpts that show how this collaborative CLIL teaching course was successful in raising students' self-efficacy.

"Even though I was really scared throughout today's presentation, I feel a lot more confident in my English."
(Student 5)

"Maybe since I had the opportunity to practice a lot in this course, I gained greater confidence." (Student 8)

"I feel a lot more assured. Thank you to my classmates for this course. I discovered that I'm not the only one who has trouble with English. The teacher is also always encouraging."
(Student 9)

Based on these excerpts, it is evident that the collaborative CLIL course was successful in raising students' self-efficacy. The students demonstrated increased confidence in using the English language, as well as a greater sense of assurance in their abilities.

Bandura (1993)'s concepts of self-efficacy can help explain why the course was successful in raising students' self-efficacy. The course may have provided the students with challenging goals and opportunities to practice using English, which helped them view using English as a challenge to be attained and mastered. They may have also maintained a task-diagnostic focus, which helped guide their effective performance. Additionally, the supportive environment of the course, including the encouragement from classmates and teacher, may have helped students to approach threatening situations with more assurance and control.

The success of the collaborative CLIL course in raising students' self-efficacy highlights the importance of providing challenging opportunities for practice and support in a positive and encouraging learning environment.

Last but not least, more comments were made in English in the last learning log entries compared to the first entries, when the majority of participants filled up the log in Thai. It might be used to demonstrate how greatly this course

increased students' self-efficacy. The following are unedited excerpts from the learning logs collected on the final day of English for PR elective course.

“I feel a lot more confident in my English. Because the teacher is kind and teach very well.” (Student 1)

“Confident in using English more because I use English more often.” (Student 3)

“I feel confident now to speak English outside class.” (Student 7)

“I feel more confident in my English. Because the teachers teach well and teach in detail.” (Student 6)

“feel more confident than before because teachers are good.” (Student 10)

“I feel confident now but after this class I feel I'm sure to use advance English after this class.” (Student 17)

“I am more confident in English. Because teacher are easy to understand.” (Student 13)

“became more confident, dare to say more.” (Student 16)

The increased use of English in the final learning log entries suggests that the collaborative CLIL course was successful in increasing students' self-efficacy, and the use of English became more comfortable and natural for them.

The final learning log entries clearly demonstrate that the collaborative CLIL teaching was successful in increasing students' self-efficacy and confidence in using the English language. The positive feedback from the students suggests that the techniques used in the course, such as challenging opportunities for

practice, task-diagnostic focus, and supportive learning environment, were effective in promoting self-efficacy and building students' self-efficacy in using English. Therefore, it can be summarized that the course was successful in helping students feel more secure and confident when speaking and writing in English.

4.4.2 Results from the semi-structured interview

After the course was completed, a semi-structured interview was conducted to gather data. Based on the findings from the interview, it seems that the students have developed high self-efficacy, which aligns with Bandura's (1993, p.144) characteristics of individuals with positive self-efficacy. Specifically, the collaborative CLIL teaching experience has contributed to their enhanced self-efficacy in the following ways:

4.4.2.1 Collaborative Learning and Task-Diagnostic Focus

The students' experiences with collaborative CLIL teaching highlight the importance of collaborative learning and task-diagnostic focus in language development and self-efficacy. By engaging in collaborative learning activities such as small group work, the students were able to approach classroom exercises as challenges to be mastered, leading to a task-diagnostic focus that enhanced their language skills. This approach helped them develop a sense of control over their learning, leading to increased confidence in their abilities. Additionally, the students' focus on training their concentration and approaching challenges with assurance demonstrates the benefits of a task-diagnostic focus, which can enhance both language learning and self-efficacy. Ultimately, the students' improved English-speaking confidence can be attributed to the collaborative learning and task-diagnostic focus fostered through the CLIL teaching approach. This is evident in the following excerpts.

"I think my ability to listen has improved. Despite the fact that I am still not quite understanding everything, I have been training my concentration while listening, and I believe this has improved my comprehension of lectures and friend presentations." (Student 2)

"I believe that the ability to work and study with my friends in pairs and groups, as well as the teachers' encouragement and

support, contributed to my growth in utilizing English. I was more at ease in groups than I was in front of the entire class”
(Student 3)

"I enjoy all of the classroom exercises in this course. If I simply sit and listen to the talk, I personally get bored rapidly. Every week, I worked with friends in a small group, which helped me feel more at ease when writing and speaking in English.”
(Student 4)

4.4.2.2 Goal-setting and skill transfer

The students' commitment to challenging goals played a significant role in their improved self-efficacy and English-speaking skills, which were fostered through collaborative CLIL teaching. Moreover, the collaborative CLIL teaching approach helped the students recognize the interconnectedness of language skills and the importance of practicing them in a variety of contexts. Through class exercises that involved writing in English, the students were able to improve their writing abilities, leading to increased confidence in both writing and speaking, despite making mistakes. Additionally, the students' dedication to continuously improving their English, no matter how small the progress, demonstrates the importance of goal-setting and commitment in enhancing self-efficacy. The collaborative CLIL teaching approach proved effective in promoting the students' recognition of the importance of writing in their overall language development, ultimately leading to their increased confidence in both writing and speaking.

The information from the interview supported the findings from the weekly learning log entries showing most students had grown more assured in particular English-language abilities, as shown in the following excerpts:

“I believe that every skill is related. I had the opportunity to practice writing in English more frequently through class exercises in this semester, and I felt that I had gained some

confidence in both speaking and writing, despite the fact that I believe I still made a lot of mistakes.” (Student 1)

"I constantly wish to talk more frequently for practice. Thus, this course gave me the opportunity to speak more frequently through our weekly class exercises. Even though I still make a lot of mistakes when I talk, I feel more comfortable doing so now.” (Student 3)

I believe that as I had more opportunities to practice, my English-speaking confidence grew.” (Student 5)

4.4.2.3 Perceived control and perspective

The collaborative CLIL teaching approach was instrumental in helping the students quickly recover their sense of efficacy after facing challenges and difficulties in their language learning. Through collaborative learning and supportive environments, the students were able to recognize that others also faced similar challenges and that language learning is a continuous process of improvement. This realization helped them approach their language learning with a more positive and confident mindset, viewing challenges as opportunities to be mastered rather than obstacles to be avoided.

"I felt a little more confident after listening to other groups' presentations on even during our weekly class events. I had the impression that I wasn't the only one studying and having difficulties.” (Student 1)

“I acknowledged how terrified I was throughout the first week. Due to my extremely weak English proficiency and lack of opportunities to use English, I was concerned that I would fall far behind other students. I was so really happy when I finally began to comprehend the lecture and the listening exercise. I believe that gradually, my listening skills may be becoming better.” (Student 5)

“Of the four abilities I have, my ability to write in English is the lowest. I still can't say that my English writing ability has improved because it was still a very challenging assignment for me, but I can say that after using it more frequently in this course, I feel a little bit more confident to write in English.”
(Student 2)

"I feel that my English is a little bit better now than it was before. I want to keep getting better because I feel so great about even the smallest improvement. I wish to learn the language better and practice speaking more frequently.”
(Student 4)

The students' positive feedback on the impact of collaborative CLIL teaching on their self-efficacy is a clear indication that this teaching approach is effective. By incorporating collaborative learning activities, such as small group work, pair work, and class exercises, the students were able to feel more comfortable and confident when using English. They were provided with ample opportunities to practice their language skills in a supportive and encouraging environment.

Furthermore, the students' comments suggest that they were able to view the challenging task of learning a new language as a challenge to be mastered, rather than a personal threat. They set themselves challenging goals, such as improving their listening, speaking, writing, and comprehension skills. They maintained a task-diagnostic focus, concentrating on how to perform successfully rather than dwelling on their personal deficiencies or the obstacles they might encounter. The students also displayed a heightened and sustained effort to acquire deficient knowledge and skills. They approached threatening situations, such as speaking in front of the class or with native speakers, with assurance that they could exercise control over them. Additionally, they quickly recovered their sense of efficacy after failures or setbacks. They recognized that mistakes were a natural part of the learning process and were not discouraged by them.

In conclusion, the success of the collaborative CLIL teaching approach in increasing students' self-efficacy and confidence in using the English language is evident in both the students' learning log entries and interviews. The use of challenging opportunities for practice, task-diagnostic focus, and a supportive learning environment contributed to the students' heightened and sustained effort to acquire deficient knowledge and skills. By viewing challenges as opportunities to be mastered and maintaining a growth mindset, the students were able to quickly recover their sense of efficacy after failures or setbacks. The positive feedback from the students highlights the effectiveness of the collaborative CLIL teaching approach in promoting self-efficacy and building students' confidence in using English. It can be concluded that this teaching approach has great potential for enhancing language learning and promoting students' overall development.

4.5 Summary

The findings showed that collaborative CLIL teaching was successful in enhancing students' understanding of PR content, specialized language, cognition, and awareness of professional culture. This means that students not only improved their language skills, but also gained knowledge and insight into the field of PR.

The improvement was significant, as evidenced by the higher post-test total mean scores compared to the pre-test total mean scores. This indicates that the students made progress throughout the course and that the collaborative CLIL teaching was effective.

Learning log and observational data also showed that students were highly engaged in class activities and demonstrated a strong desire to learn. This suggests that the collaborative CLIL teaching approach was effective in promoting students' cognitive development.

Furthermore, the overwhelmingly positive feedback from students about the course and the teacher, as well as their willingness to recommend it to others, indicates that the collaborative CLIL teaching approach was well-received and appreciated by the students.

Most importantly, the study found that collaborative CLIL teaching increased students' self-efficacy in using English, as demonstrated by the learning logs and semi-structured interview data. This suggests that collaborative CLIL teaching can be an effective approach in enhancing students' language skills and increasing their confidence in using the language.

However, it is important to note that this study had some limitations, such as the small sample size and the fact that it was conducted in a specific context. Therefore, further research in different settings and with larger sample sizes would be beneficial to validate the effectiveness of collaborative CLIL teaching.

In conclusion, this research provides valuable insights into the effectiveness of collaborative CLIL teaching in enhancing students' language skills, cognitive development, and self-efficacy, as well as promoting their understanding of professional culture. The final chapter will provide a summary of the key findings, implications, and suggestions for future research.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Chapter 5 presents the summary of the main findings and their implications for future research, as well as limitations of the study and recommendations for further research. The present study aimed to develop and evaluate a collaborative CLIL teaching approach between an ESP teacher and PR professionals to promote authenticity in the classroom as well as addressing the lack of research on CLIL collaboration between language teachers and domain experts in ESP courses.

5.1 Summary of the main findings

The collaborative CLIL teaching was implemented in the English for PR elective course at KMITL, with a focus on the use of authentic materials to reflect the authentic content and language specific to the target culture throughout the 12-week course. The study investigated the effects of collaborative CLIL teaching on students' PR content knowledge, PR specialized language, cognition, and awareness of professional culture, their own learning progress, as well as the students' opinions of the course and their own self-efficacy.

5.1.1 The effectiveness of collaborative CLIL teaching in enhancing students' content knowledge, specialized language, and awareness of professional culture

The remarkable improvement in the PR content component from a low mean score of 7.75 in the pre-test phase to nearly double at 14.50 in the post-test phase shows the effectiveness of the collaborative CLIL teaching approach. This is further supported by the positive feedback from students on the usefulness of teaching materials for developing critical thinking skills and the authenticity of the course content. The high level of engagement of students in PR content related topics also indicates the effectiveness of the collaborative CLIL approach.

In addition, the mean score for awareness of professional culture in the post-test phase (16.35) was significantly higher than the pre-test mean score (10.15), highlighting the success of the approach in promoting ethical professional practices, intercultural understanding and global citizenship, as emphasized in PR and related disciplines. Upon closer examination, the students' knowledge of professional culture obtained the highest mean scores in both the pre-post-tests for content, specialized language, and awareness of professional culture. The learning log entries revealed that students had some awareness of values, intercultural communication, and ethics in PR and related professions prior to the course, but they had no idea how this knowledge related to the PR industry. The authenticity of the collaborative CLIL teaching approach allowed students to better understand and become aware of the professional culture of PR and related professions. One student's learning log entry discussing Dark PR and comparing it to what they had learned from news items highlighted the beneficial effects of this approach.

The findings of this study not only demonstrate the effectiveness of the collaborative CLIL teaching approach but also shed light on some potential challenges. The significant increase in the mean score for PR specialized language in the post-test phase from 9.00 in the pre-test phase to 13.35 indicates the success of the approach in promoting language learning. Nevertheless, the mean score for PR specialized language in the post-test phase was found to be the lowest among the components assessed in the study. In the course evaluation, students also rated the difficulty level of the course as not being suitable for their background, suggesting that they found it challenging to use English effectively, primarily due to their fear of making errors. Their limited command of the English language and resulting anxiety may have contributed to these findings. The level of difficulty in the English for PR elective course, which mainly focuses on specialized English, may also be higher than that of the students' previous basic English courses. This is reflected in the low mean score of 3.00 for the statement "*The difficulty level of the content of the course suits my English background knowledge.*" Nevertheless, the students have expressed that the activities and exercises in class, as well as the teacher's thorough explanation, have steadily improved their comprehension, indicating the effectiveness of the collaborative

CLIL teaching approach in promoting English language learning and content knowledge acquisition for students with limited proficiency in the English language.

It is important to consider the implications of these findings in future CLIL research and practice. The degree of difficulty of the course content may need to be adjusted to better accommodate students' English proficiency levels, while still providing a meaningful challenge for their learning and development, as argued by Coyle (2005). Furthermore, the study showed that students gradually improved their self-efficacy in using the English language, as evidenced by the results of learning logs and semi-structured interviews.

In addition to their gradual improvement in self-efficacy, students in this study also reported that the teacher's encouragement and scaffolding as well as having a guest speaker in the classroom played a crucial role in their success. In learning logs and semi-structured interviews, students expressed their appreciation for the teacher's patience and willingness to explain difficult concepts in a way that was accessible to them. This support and guidance from the teacher helped the students overcome their fear of making mistakes and increased their confidence in using the English language, leading to their improved performance in the post-tests.

In conclusion, this study provides evidence of the effectiveness of the collaborative CLIL teaching approach in promoting students' content knowledge, specialized language, and awareness of professional culture. Although challenges were identified, such as the level of difficulty of the course content for some students with limited English proficiency, the results suggest that the teacher's support and scaffolding played a critical role in overcoming these challenges. This study's findings have implications for CLIL research and practice, highlighting the need to tailor course content to students' language proficiency levels and to provide appropriate support and scaffolding to maximize their learning potential.

5.1.2 Students' learning development in the collaborative CLIL teaching

The 4Cs of CLIL link cognition to the learning and thinking processes (Coyle, Hood, & Marsh, 2010). Two research tools, namely, 1) students' weekly learning logs and 2) observation, were used to examine how students developed their learning in this collaborative CLIL teaching.

The data analysis focused on students' learning processing engagement and how much effort they made to understand, learn, and master the material during the lesson. The analysis was also based on the revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) which consists of six cognitive levels (remembering, understanding, applying, analyzing, evaluating, and creating), as suggested by Coyle (2005) who emphasizes that effective CLIL teaching should encourage students to reflect, review, and use higher-order thinking skills. The goal of CLIL is to enable students to build their own understanding and be challenged regardless of their age or ability.

The findings suggest that active learning, a safe learning environment, and a balance of lower and higher-order thinking skills are crucial factors in fostering students' cognitive development. The use of real-world examples and group work activities seemed to be effective in facilitating higher-order thinking skills, while direct instruction and factual recall activities may focus more on lower-order thinking skills. The collaborative CLIL teaching used in the English for PR elective course was effective in fostering the cognitive development of the students. Additionally, the findings showed that the majority of students were highly engaged and actively participated in all classroom activities, demonstrating a high degree of interest and a great desire to learn.

The learning logs also revealed that students improved their cognition by assessing their own understanding and progress, establishing a link between their in-class and outside-of-class learning, and developing their critical thinking skills. The students' capacity for critical thinking increased, reflecting a high level of cognitive development.

5.1.2.1 Active learning

The results highlight the significance of active learning in CLIL in which teacher should encourage students to engage in all learning activities (Mehisto et al., 2008). Similarly, Porcka (2011) also emphasizes that a CLIL class would not be successful unless students become active and engage in problem solving and interaction to develop their content and language abilities. The students' engagement and motivation in the learning process demonstrate the effectiveness of the collaborative CLIL teaching method in fostering their cognitive development.

The observational data presented in this study illustrates how students' cognition evolved during the learning process. Most students were highly engaged and actively participated in all classroom activities, demonstrating a high degree of interest and a great desire to learn.

The observations showed that the students engaged in thinking exercises quite clearly. Additionally, they paid close attention while studying and did not remain silent even when the teacher forgot to change the Zoom screen. Instead, they respectfully asked the teacher whether she had changed it. This demonstrated how actively students engaged in interaction and cognitive processing. According to Coyle (2010), the use of real-life scenarios and materials in CLIL helps learners make connections between their prior knowledge and new information, leading to deeper learning and understanding.

Apart from the observational data, the entries in the learning log also demonstrate the significance of active learning or student-centered approach that contributes to students' cognitive development. All of the students' entries indicate that they were actively engaged in the learning process and were able to connect new knowledge with their prior knowledge. They were able to identify and correct their previous misunderstandings about PR, learned about the different functions, and discovered the jargon and methods to deal with crisis.

It is worth noting that the fact that students did not answer did not mean that they did not pay attention to the class. As one student commented during the semi-structure interview, *"You (ESP teacher) shared with us your expertise in the PR industry and provided us a lot of advice. Even though I didn't speak up all that much in class, I still really love it, and I just wanted to let you know that I always paid attention to what you had to say."*

In conclusion, the results of this study indicate that active learning is a key factor in the success of CLIL, and that collaborative CLIL teaching can be an effective method for fostering students' cognitive development.

5.1.2.2 Safe learning environment

Moreover, group work activities in this collaborative CLIL teaching allowed students to receive support from their peers during group activities, which was especially important during online learning, as also emphasized by Mehisto

et al. (2008). Similarly, Sormunen (2020) also suggests that social presence and reciprocal peer support should be emphasized in online learning to promote students' self-esteem with regard to learning, as well as their self-efficacy and confidence as learners.

Based on the observation data in Chapter 4, it is evident that the learning environment provided by the teacher focused on safe and inclusive peer learning, as well as scaffolding, which contributed to the students' cognitive development. The teacher frequently asked questions to encourage participation from the students, and many students responded, demonstrating that they felt comfortable in the learning environment.

In addition, the teacher used breakout rooms and group projects to facilitate peer learning, which encouraged students to engage with each other's ideas and learn from one another. The teacher also used real-world examples and guest speaker to provide students with a diverse range of perspectives, and the students were encouraged to ask questions and engage in dialogue. Overall, the learning environment created by the teacher allowed for safe and inclusive peer learning and scaffolding, which contributed to the cognitive development of the students.

Apart from that, the learning log entries from the students also indicate that a safe learning environment focusing on peer learning and scaffolding contributes to students' cognitive development in public relations. The students seem to have a positive opinions toward their learning experience, as they express their enjoyment and interest in the activities and lessons taught. They also mention gaining knowledge and a better understanding of various aspects of public relations, such as crisis management, dark PR, and the differences between advertising, marketing, and PR.

Furthermore, the students' collaboration with their peers is evident from their comments on working with their friends, brainstorming strategies together, and learning from other groups' perspectives. This peer learning aspect of the safe learning environment seems to be beneficial to the students, as they express their appreciation for hearing about other people's experiences, which helps them gain additional information and broaden their understanding of the subject matter.

The scaffolding aspect of the learning environment is also evident, as the students mention the use of actual documents produced by PR specialists, such as company profiles and event itineraries, which help them better understand the practical aspects of the field. The presence of a subject matter expert in the classroom also seems to be beneficial, as the students mention learning from a guest speaker who shared her knowledge.

In conclusion, a safe learning environment that focuses on peer learning and scaffolding is crucial for students' cognitive development, as evidenced by the observation data and the learning log entries from the students.

5.1.2.3 Lower and higher-order thinking skills

The use of the revised Bloom's Taxonomy to analyze the results of the observational data also showed evidence of students engaging in a range of cognitive activities, including remembering, understanding, applying, analyzing, and creating. For example, there is minimal evidence of higher-order thinking skills such as Analyzing, Evaluating, and Creating in Observation 1, responses to teacher's questions in this observation are mainly at the Remembering and Understanding levels of Bloom's Taxonomy. Students are answering factual questions and recalling information provided by the teacher. There is some evidence of Applying in the activity of designing a PR event, but it is not clearly reflected in the observations.

In Observation 2, students are engaged in group work and actively participating in discussions, which indicate higher-order thinking skills such as Applying, Analyzing, Evaluating, and Creating. The teacher's questions about the PR professionals' recording show that students are required to apply what they learned and evaluate the information presented to them. The teacher's questions about the media relations and specialized language lecture require students to analyze the concepts discussed and apply them to real-world situations.

In Observation 3, the observation results showed evidence of students engaging in a range of cognitive activities, including remembering, understanding, applying, analyzing, and creating. Students are learning how to use a corpus tool, which requires them to Apply and Analyze language concepts. The teacher's questions about PR news headlines, specialized language, and CAT Expo require students to Analyze and Evaluate the concepts discussed. The group exercise of

creating PR headlines requires students to Apply and Create ideas based on what they learned.

In Observation 4, the use of real-life scenarios and peer discussion may have contributed to deeper learning and understanding of the course material, and the group exercise allowed students to collaborate and use their creativity to apply their knowledge practically. The lead-in activity about crisis situations requires students to Apply and Evaluate the solutions they come up with. The teacher's questions about real-world examples of crisis management and how to write a holding statement require students to Apply and Evaluate what they learned. The group exercise of brainstorming crisis management strategies requires students to Apply and Create ideas based on what they learned.

The analysis of the learning logs suggests that the students engaged in a mix of lower and higher order thinking. The students' cognitive development was evident as they demonstrated a capacity for critical thinking, higher-order thinking, and cognitive awareness. The students' interest in the material they studied in class also contributed to their motivation to engage in higher-order thinking, such as analyzing, evaluating, and creating.

Overall, the observations and students' learning logs show evidence of both lower and higher-order thinking skills, with a greater emphasis on lower-order thinking in Observation 1 and a greater emphasis on higher-order thinking in Observation 2, 3, and 4. The teacher's use of real-world examples and group work seems to facilitate higher-order thinking skills, while direct instruction and factual recall activities may focus more on lower-order thinking skills. According to Marsh (2008), CLIL stands out from other content-oriented language learning approaches by emphasizing the development of higher-order language skills through content teaching. The innovative aspect of CLIL lies in its instructional content, which is drawn from academic subjects or disciplines, and this may be the reason behind its effectiveness in promoting higher-order thinking skills.

In summary, both instruments provided evidence that the collaborative CLIL teaching method was effective in fostering students' cognitive development, as they engaged in both lower and higher order thinking, demonstrated cognitive awareness of their learning, developed their critical thinking skills, and

showed an interest in the material they studied in class. Through class participation, students not only gained a better understanding of the concepts, but also improved their cognition by assessing their own understanding and progress, establishing a link between their in-class and outside-of-class learning, and developing their critical thinking skills. Previous research on self-regulated learning suggests that the students' cognitive awareness is essential for developing their cognitive abilities (Zimmerman, 2002). Moreover, the students' increasing understanding of the significance and value of their education is also an important factor for cognitive development (Pintrich, 2000). The students' capacity for critical thinking increased, reflecting a high level of cognitive development.

The findings suggest that the collaborative CLIL teaching approach is an effective method for fostering students' cognitive development, as evidenced by their engagement, interest, and capacity for critical thinking. The use of observation and learning logs provides a valuable means of examining students' cognitive development in CLIL classrooms. Further research could investigate how the 4Cs of CLIL interact and affect students' learning outcomes in CLIL classrooms. In addition, teachers in CLIL classrooms should encourage active learning by providing opportunities for students to engage in problem-solving and interaction. Furthermore, teachers should create a safe learning environment that focuses on peer learning and scaffolding to promote students' self-esteem with regard to learning, as well as their self-efficacy and confidence as learners. Teachers should also balance the use of lower and higher-order thinking skills in CLIL classrooms by incorporating real-world examples and group work activities that facilitate higher-order thinking skills, while also incorporating direct instruction and factual recall activities that focus on lower-order thinking skills.

5.1.3 Students' opinions of the collaborative CLIL teaching

Two research tools were used to specifically examine students' opinions toward the collaborative CLIL teaching: 1) the students' opinion evaluation questionnaire and 2) a semi-structured interview.

The study found that the collaborative CLIL teaching approach in the English for PR course was viewed positively by the participants in most categories, with the teacher and guest speaker receiving the highest ratings. The feedback from the

students regarding their overall experience on the course was overwhelmingly positive, and all students agreed that they would recommend the course to their friends. Peer learning and group work were considered effective instructional methods and activities. The qualitative results of the study provided further support for the success of the collaborative CLIL teaching approach, with students highlighting the importance of having industry professionals and experts in the CLIL approach and finding the methodology and activities engaging. The comments also emphasized the significance of scaffolding in CLIL and the importance of providing appropriate support and guidance to students as they navigate complex content in a new language. The results of the study also suggest that the collaborative CLIL teaching approach had a significant impact on students' motivation and enthusiasm for learning.

5.1.3.1 Positive feedback from students

The results of the study suggest that the collaborative CLIL teaching approach in the English for PR course received positive feedback from the participants in most categories, which can answer the research question about the students' opinions toward the collaborative CLIL teaching approach.

The highest ratings were given to the teacher and guest speaker, indicating that students found their expertise and teaching methods effective. The study found that both the teacher and the invited guest speaker were very well liked by the students. The students felt that throughout the semester, the ESP teacher was approachable and supportive. They enjoyed hearing about the teacher's work in the PR sector, and they felt that the invited guest speaker gave them a deeper grasp of PR. These results support Hönig's (2010) assertion that the relationship between the teacher and student, as well as the teacher's experience, are important variables that may influence the climate between teachers and students as well as students' academic progress. The findings of the study presented in this paper are also consistent with the results of previous research, which highlights the positive impact of industry collaboration and the use of guest speakers in CLIL classrooms. Morikoshi, Tanaka, and Yoshida (2018) reported that inviting guest speakers who are authorities in a particular field can be an effective CLIL strategy for fostering students' high levels of motivation and understanding of cultures and values. This was supported by the present

study, in which the invited guest speaker was perceived by students to be a valuable addition to the course and an effective way to gain deeper insights into the world of PR.

While the teacher's previous experience in the PR industry may have contributed to the success, it is worth noting that the teacher regularly updated their knowledge through collaboration with domain experts. This emphasizes the importance of collaboration and ongoing professional development for teachers who lack direct experience in specialized fields. The students' satisfaction with the teacher's expertise supports the effectiveness of the collaborative CLIL teaching approach, which can provide students with a valuable and comprehensive learning experience.

In addition to teacher and guest speaker, the feedback from the twenty primary research participants was overwhelmingly positive regarding their overall experience in the course. All students agreed that they would recommend the course to their friends. This high level of satisfaction suggests that the course was effective in meeting the students' needs and expectations. One student even went as far as to say that they believed the course was perfect and did not require any adjustments.

The results also show that instructional methods and activities were considered effective, with peer learning and group work receiving the highest mean scores. This finding is consistent with other studies that have highlighted the benefits of collaborative learning in CLIL contexts (Dalton-Puffer et al., 2010).

Moreover, the fact that students felt that this course had a real impact on how they will pursue their careers highlights the significance of high-quality instruction in preparing students for future professional success. This finding is consistent with previous studies that have shown that effective instruction can have a positive impact on students' career development and readiness. For example, in a CLIL context, González-Lloret and Ortega (2014) found that industry collaboration enhanced students' intercultural communication skills, professional networking, and career readiness. Similarly, Li and Liu (2018) reported that industry collaboration positively influenced students' motivation, language proficiency, and career aspirations in an ESP course for engineering majors. In another study, Kim and Kim (2016) found that industry collaboration helped students develop practical language skills and a deeper understanding of the hospitality industry.

In terms of evaluation, the students felt that explaining the evaluation criteria before evaluating was suitable. This is consistent with previous research that has shown that providing clear evaluation criteria can improve students' learning experience in CLIL contexts (Coyle, Hood, & Marsh, 2010).

The results of the qualitative phase of the evaluation provide further support for the success of the collaborative CLIL teaching approach in the English for PR elective course. The comments from the students on the teacher and guest speaker highlight the importance of having industry professionals and experts in the CLIL approach to enhance the learning experience for students. The students found the methodology and activities engaging, allowing for creativity, critical thinking, and language development. They appreciated the teaching materials provided, and their positive feedback on the course's objectives and content emphasizes the importance of designing CLIL courses that align with students' interests and provide relevant and engaging content.

In addition to the positive impact on language and content learning, the collaborative CLIL teaching approach also appeared to have a significant impact on students' motivation and enthusiasm for learning. As evidenced by students' comments such as *"Even though I didn't speak up all that much in class, I still really love it, and I just wanted to let you know that I always paid attention to what you had to say"* and *"As I listened to her talk, I had no desire to fall asleep,"* students felt highly engaged and motivated in the course. One student even noted, *"This is the first class that really got me excited about learning."* These comments emphasize the importance of creating a positive and engaging learning environment that promotes student motivation and enthusiasm for learning. In CLIL, this is often achieved through the use of authentic and relevant materials and activities, as well as the incorporation of industry professionals and experts to provide real-world context and application. The engagement and enthusiasm that students exhibited in the English for PR elective course suggest that the collaborative CLIL approach was highly effective in achieving this goal.

In a study by Mehisto, Marsh, and Frigols (2008), CLIL was found to have a positive impact on students' motivation, particularly in terms of their enjoyment of learning, interest in the subject matter, and desire to continue learning the

language. Similarly, in another study by Coyle, Hood, and Marsh (2010), CLIL was found to have a significant impact on students' motivation and engagement, particularly when the approach incorporated real-world connections and meaningful tasks. Additionally, a study by Lasagabaster and Sierra (2010) found that CLIL had a positive impact on students' motivation and attitude toward learning, particularly when the approach incorporated interactive and engaging activities, as well as relevant and authentic materials. The success of the collaborative CLIL teaching approach in promoting student motivation and enthusiasm for learning in the English for PR elective course is consistent with the findings from these studies. The positive comments from students suggest that the use of authentic and relevant materials and activities, as well as the incorporation of industry professionals and experts, contributed to creating a positive and engaging learning environment that promoted student motivation and enthusiasm for learning. This, in turn, is likely to have contributed to the positive outcomes in language and content learning achieved through the course.

The importance of scaffolding in CLIL was also highlighted in the qualitative phase of the evaluation, as evidenced by comments from students such as *"I was initially frightened when I learned that all PR content was written in English. However, the exercises in class and the teacher's thorough explanation steadily improve my comprehension"* and *"I appreciate how the teacher always encourages us to come up with our own ideas."*

Scaffolding is an important aspect of CLIL, as it helps students to access and understand complex content in a language that may not be their first language. This is achieved through the use of strategies such as pre-teaching vocabulary, breaking down complex concepts into more manageable parts, and providing ample opportunities for practice and feedback. The comments from students in the English for PR elective course suggest that the scaffolding provided by the teacher was highly effective in supporting their language and content learning.

In a study by Dalton-Puffer (2011), scaffolding was found to be an important factor in successful CLIL instruction, particularly when it is tailored to the needs of individual learners. The study emphasizes the importance of providing appropriate support and guidance to students as they navigate complex content in a new language.

5.1.3.2 Areas for improvement in collaborative CLIL teaching

The findings of the questionnaire administered in this study revealed that some students did not perceive a direct connection between the English for PR elective course and their future academic pursuits. Unlike previous studies of CLIL in PR context that involved students directly connected to the subject matter (e.g., Ginesta Portet & Hitchen, 2014; Peterson, 2019); Kobicheva & Tokareva, 2019; Lavrysh, Saienko & Kyrychok, 2021), this study was conducted as an elective course, open to students from any faculty and major. Additionally, all students in this study came from the field of Agriculture, which is markedly different from the domain of PR. Despite this, the course still provides them with valuable knowledge and skills that can be applied to a variety of fields. This sentiment is echoed by the fact that all 20 participants agreed to recommend the course to others, suggesting that the course was viewed positively overall. Additionally, the fact that all Agricultural Communication participants found the course to be extremely helpful for their future academic and professional endeavors highlights the importance of tailoring courses to meet the specific needs and interests of students in different fields.

However, the teacher of the course acknowledged the need to better emphasize the connection between the course material and students' future coursework, particularly for students from other faculties who may not see the direct relevance of the course to their chosen field. This underscores the importance of clearly communicating the potential applications of course material to students, regardless of their field of study, to increase their motivation and inspire them to apply what they have learned in their future academic and professional pursuits. By doing so, teachers can better connect their courses to students' future goals and increase the likelihood of their success.

Apart from that, some students in the study expressed concerns about their English language proficiency and found the course content to be challenging. This may have contributed to their lower ratings in some categories, such as the course objectives and content. However, as Coyle (2005) highlights, CLIL is about allowing individuals to construct their own understanding and be challenged, regardless of their age or ability. Lowering the difficulty level of the course may not necessarily be the best approach, as it can diminish the potential for student learning

and growth. Rather, teachers should strive to provide appropriate support and resources to help students overcome challenges and construct their own understanding of the course material. By doing so, students can develop critical thinking skills and gain confidence in their ability to tackle difficult tasks, which can benefit them in their future academic and professional endeavors.

In summary, the findings suggest that teachers should consider incorporating guest speakers and industry professionals into their CLIL courses to enhance students' motivation and understanding of cultures and values. The use of peer learning and group work should be encouraged in CLIL classrooms to promote collaborative learning. CLIL courses should be designed to align with students' interests and provide relevant and engaging content to increase their motivation and enthusiasm for learning. Teachers should provide appropriate support and guidance to students as they navigate complex content in a new language through the use of effective scaffolding. Teachers should strive to clearly communicate the potential applications of course material to students, regardless of their field of study, to increase their motivation and inspire them to apply what they have learned in their future academic and professional pursuits. Lastly, teachers should provide appropriate support and resources to help students overcome challenges and construct their own understanding of the course material, rather than simply lowering the difficulty level of the course. This can benefit students in developing critical thinking skills and gaining confidence in their ability to tackle difficult tasks.

5.1.4 Students' opinions of the collaborative CLIL teaching on their self-efficacy

The collaborative CLIL teaching used in this course had a positive impact on the students' self-efficacy and confidence in using the English language. The study data collected through student learning logs and semi-structured interview were analyzed qualitatively. The following findings related to students' opinions of the collaborative CLIL teaching approach on their self-efficacy are worth discussing in this chapter.

5.1.4.1 The effectiveness of collaborative CLIL teaching on enhancing students' self-efficacy

The results from the weekly learning logs indicated that students lacked self-efficacy in using the English language at the beginning of the course. However, the collaborative CLIL teaching approach had a positive effect on students' self-efficacy, as evidenced by their increasing confidence in using English over the course of the 12 log entries. The data showed that students gradually improved their self-efficacy, which is consistent with Bandura's (1993) characteristics of people with high self-efficacy.

In the initial learning log entries, students expressed a lack of confidence in their abilities to learn English, indicating low self-efficacy. They viewed English as a potential threat to their personal well-being, which caused them to focus on their own shortcomings and feel hesitant about taking on challenging tasks. These negative attitudes could potentially result in a lack of dedication to improving their English skills and a tendency to give up quickly when faced with difficulties.

However, as the course progressed, students' self-efficacy gradually improved. They began to view English as a challenge to be attained and mastered, set themselves challenging goals, and maintained a task-diagnostic focus that guided their effective performance, such as training their concentration while listening to improve their comprehension of lectures and friend presentations.

Students also heightened and sustained their efforts or deficient knowledge and skills that are acquirable, as evidenced by their increased confidence in their ability to write and speak in English after having more opportunities to practice.

They also quickly recovered their sense of efficacy after failures or setbacks, as shown by their continued efforts to improve their English-speaking and writing abilities despite making mistakes.

Furthermore, students who participated in collaborative CLIL teaching approached threatening situations with assurance that they can exercise control over them, as demonstrated by their increased comfort in speaking and writing in English as a result of learning from and comparing themselves to others during class activities.

Additionally, the findings also suggest that social comparison played a role in enhancing students' self-efficacy. By observing their peers and comparing themselves to others during class activities, students were able to see that they were not alone in facing challenges and that others were also working to improve their language skills. This helped them approach language learning with greater confidence and motivation.

Most importantly, it was found that the collaborative CLIL teaching approach played a crucial role in enhancing students' self-efficacy. The students felt more confident because the teacher was kind and taught well. They appreciated the opportunity to practice speaking English in a group setting, where they could make mistakes without fear of reprimand. The students felt encouraged and supported, which helped them develop a positive attitude toward using English.

The findings of this study confirm the effectiveness of CLIL in boosting students' self-efficacy by reducing their concerns about the foreign language component. This, in turn, empowers them to confidently apply their linguistic knowledge, leading to an increase in their self-efficacy (Dalton-Puffer, 2007; Ohlberger & Wegner, 2019; Girmay, 2019).

5.1.4.2 Factors influencing students' lack of self-efficacy

Based on the results from the weekly learning log and the interview, there are several factors that could be influencing students' lack of confidence in using English, including:

1) Low self-efficacy: The comments from the students suggest that they lack confidence in their ability to use English effectively, which is in line with Bandura's (1993) concept of people with low self-efficacy. Students expressed a lack of confidence in their ability to understand or use the language, and some even mentioned shying away from using it with others.

2) Fear of making mistakes: Many students mentioned being afraid of making mistakes, which could be a result of their lack of confidence in their English skills. They worry that their mispronunciation or grammar mistakes could cause misunderstandings or embarrassment, which could lead them to avoid using English altogether.

3) Lack of vocabulary: Several students mentioned having a limited vocabulary, which could be a barrier to using English effectively. Without the right words to express themselves, they may feel frustrated and unsure of their ability to communicate their thoughts and ideas in English.

4) Difficulty with grammar: Some students expressed difficulty with English grammar, which could also be a barrier to effective communication. They may feel self-conscious about their grammar mistakes and worry that they will not be understood by others.

5) Negative feedback: One student mentioned feeling more confident with certain people and less confident with others because some people tend to find fault with using English. Negative feedback from others could be a demotivating factor that further undermines their confidence in using English.

However, as the course progressed, there were some indications of improvement in students' self-efficacy in using English. This suggests that with the right support and encouragement, students can gradually overcome their lack of confidence and develop their English language skills. Language teaching implications based on these results could include the following:

1) Building self-efficacy: Teachers should focus on building students' self-efficacy by creating a supportive and positive learning environment. Students need to feel that they can learn and improve their language skills. Teachers should encourage students to take risks and make mistakes, as these are important parts of the learning process. Additionally, teachers should provide frequent opportunities for students to practice their English skills in a non-threatening environment (Bandura, 1993; Ushioda, 2011).

2) Addressing personal deficiencies: Bandura's (1977) theory of self-efficacy suggests that learners who believe they are capable of achieving a task are more likely to succeed, while Dörnyei and Ushioda (2009) emphasize the role of motivation and positive self-concept in language learning. Mercer (2011) also discusses the importance of promoting positive self-concept and addressing learner beliefs about their language learning abilities.

3) Practice and exposure: Regular practice and exposure to the English language can help build students' confidence and self-efficacy. Teachers should

provide a variety of activities and opportunities for students to use English in different contexts, such as role-playing, debates, and presentations. Exposure to English media, such as TV shows, movies, and songs, can also help students improve their language skills and build confidence (Bandura, 1997).

4) Providing support: Teachers should provide individualized support and guidance to help students overcome their language learning difficulties. This can include providing additional resources, such as vocabulary lists and grammar explanations, and offering one-on-one tutoring sessions. Additionally, teachers should provide emotional support to students by acknowledging their efforts and achievements and encouraging them to persevere (Bandura, 1997; Zimmerman, 2000).

5) Celebrating progress: Teachers should celebrate students' progress and successes, no matter how small they may be. Celebrating progress can help build students' confidence and motivate them to continue improving their language skills. Teachers can provide positive feedback, recognition, and rewards to students for their achievements (Bandura, 1994; Li, & Tao, 2018).

In summary, the study found that collaborative CLIL teaching positively impacted students' self-efficacy and confidence in using the English language. However, various factors, such as low self-efficacy, fear of making mistakes, lack of vocabulary, difficulty with grammar, and negative feedback, influenced students' lack of confidence in using English. Despite recognizing the importance of English for their studies and future prospects, many students still feel apprehensive about using it. This is often due to negative past experiences, which have left them feeling traumatized. While students themselves have a significant role to play in building their self-efficacy, some may require additional support to overcome their fears and gain confidence in using English. Family, teachers, and friends also play a crucial part in supporting students on their journey.

According to Bandura (1993), the primary goal of formal education is to equip students with the intellectual tools, self-beliefs, and self-regulatory capabilities needed to continue learning throughout their lives (p. 136). It is hoped that these findings will prove beneficial to teachers, helping them to be more mindful of their actions and create activities that can further boost students' self-efficacy. Additionally, the study highlights the importance of conducting in-depth needs

analyses, which can provide L2 teachers with a greater understanding of the issues surrounding L2 students and enable them to design courses that meet the diverse needs of their students.

Furthermore, future research can explore the effectiveness of this approach in different language learning contexts and with different types of learners. The study also identified several factors that could influence students' lack of confidence in using English. Future research can investigate these factors in more detail and investigate ways to address them in language teaching. The study found that social comparison played a role in enhancing students' self-efficacy. Future research can explore this concept further and investigate how social comparison can be effectively incorporated into language teaching.

The study also found that peer learning and group work were effective instructional methods and activities. Future research can investigate the impact of different instructional methods on students' self-efficacy and language learning outcomes. Importantly, the teacher's support and scaffolding were crucial in enhancing students' self-efficacy. Thus, future research can investigate the impact of different types of teacher support on students' language learning outcomes.

5.1.5 Contributing factors to successful collaborative CLIL teaching

The success of the collaborative CLIL teaching in this study contributed to the following factors:

5.1.5.1 Teacher

CLIL poses various challenges, and one of them is the qualification of teachers (Tachaiyaphum & Sukying, 2017; Godzhaeva et al., 2019; Inozemtseva & Troufanova, 2018; Suwannoppharat & Chinokul, 2015; Vázquez, 2014). According to Vázquez (2014), qualified content teachers should possess knowledge of the subject matter, language proficiency, and appropriate teaching strategies. However, there is no fixed model for selecting content teachers, and it depends on the context and available human resources. CLIL programs may opt to use foreign language teachers with knowledge of the discipline or experts in the content area with language proficiency.

In this study, an ESP teacher who had prior knowledge of PR and related disciplines served as the content and language teacher in the CLIL-based

English for PR elective course. As per Vázquez's (2014) suggestion, she was qualified to teach the course. However, this does not imply that all teachers should have the same qualifications. While an ESP teacher in this course may have prior knowledge of PR, she may lack updated information due to no longer working in the field. Collaboration with industry professionals was necessary to keep the teacher's knowledge up-to-date, and this approach can be utilized by other ESP and CLIL teachers to update their knowledge.

Moreover, previous studies have shown that CLIL collaboration between content and language teachers can be a time-consuming practice (Suwannoppharat & Chinokul, 2015). This was also found to be the case in this study when collaborating with industry professionals. Scaffolding is also required to help students reach the autonomy level in CLIL (EL-Daou & Abdallah, 2019).

As a researcher in this study, I suggest that teachers play a crucial role in CLIL. Teachers in CLIL must be willing to invest time and effort in designing a course that supports students' active learning and career development. This includes designing activities and assessments that promote lower- and higher-order thinking skills, providing appropriate scaffolding to support students as they acquire new knowledge and skills, and fostering a supportive classroom environment that encourages students to take risks and engage in meaningful interactions with their peers.

By embracing this role, teachers can help ensure that their students are well-prepared to meet the challenges of a globalized and multilingual world. In addition to the benefits for students, CLIL also offers opportunities for professional development for teachers. Through, teachers can gain new knowledge and skills related to their respective fields, as well as develop new pedagogical strategies and approaches for integrating content and language instruction. Therefore, it is important for teachers to embrace their role in CLIL and to continually seek opportunities for professional growth and development.

5.1.5.2 PR professionals

Collaborating with domain experts is a common feature in both ESP and CLIL. However, in ESP, it tends to occur primarily during the needs analysis phase of course design (see for example in Jasso-Aguilar, 1999; Chew, 2005; Malicka, Gilbert Guerrero, & Norris, 2019; So-mui & Mead, 2000; Cowling, 2007), whereas in

CLIL, experts are often invited to share their experiences in the classroom (Vázquez, 2014).

In this study, the collaboration with professionals from the PR and related fields was a key factor in the success of the implementation. Unlike in traditional CLIL or ESP courses, this study involved collaboration with domain experts not only during the needs analysis phase, but throughout the entire course design and implementation process. Although the collaboration presented some challenges, such as time consuming and availability of the experts, it proved to be valuable in enhancing the course design and implementation. The four professionals each brought specialized knowledge and experience to the table, allowing for a more comprehensive and tailored learning experience for the students. However, it is important for the teacher to carefully consider which units would be most appropriate for the involvement of each professional, in order to maximize their contributions while minimizing disruptions to working schedule of both teacher and professionals.

By collaborating closely with these experts, the teacher was not only able to update her knowledge of the field but also incorporate current practices into the course design, ultimately benefiting the students' learning experience. The professionals involved in this study also had the opportunity to reflect on their working practices, leading to their professional growth as well. This mutual exchange of knowledge and experience between the teacher, students, and industry professionals demonstrates the value of collaboration and ongoing professional development in CLIL.

5.1.5.3 The balance between LOTS and HOTS

In contrast to previous studies that predominantly advocate for the use of Higher Order Thinking Skills (HOTS) in Content and Language Integrated Learning (CLIL) (See in Hapsari, 2012; Pinner, 2013; Campillo-Ferrer, Miralles-Martínez & Sánchez-Ibáñez, 2020), the current research highlights the efficacy of incorporating mixed LOTS and HOTS in complementary learning approaches for students with low English proficiency.

The use of mixed LOTS and HOTS activities allowed students to gradually build their language skills while also engaging in lower complexity tasks that fostered foundational skills in understanding and applying content knowledge.

These LOTS activities included recalling factual information, defining key terms, and identifying basic concepts, which were more accessible to students with limited English proficiency. By starting with LOTS activities, students were able to gradually build their confidence and ability to engage in more complex HOTS activities over time.

Therefore, the study's findings suggest that incorporating mixed LOTS and HOTS activities can be another effective approach for teaching students with low English proficiency. It not only enables these students to develop their language skills but also allows them to engage in critical thinking and problem-solving at their own pace. As such, teachers should consider a balance of LOTS and HOTS activities to create a supportive learning environment that meets the diverse needs of their students.

5.1.5.4 CLIL's Language Triptych

This study emphasizes the importance of students gaining and using all three interrelated elements of CLIL's Language Triptych - Language for Learning, Language in Learning, and Language through Learning which is a fundamental concept in CLIL that highlights the importance of language in content-based instruction (Coyle, Hood, & Marsh, 2010; Marsh, 2002).

According to Coyle, Hood, and Marsh (2010), teachers in CLIL need to focus on the language demands of the content, the language proficiency of their students, and the language learning needs of their students. By doing so, teachers can ensure that their students are developing both their content and language skills simultaneously, and that they are well-equipped to succeed in content-based instruction.

This collaborative CLIL teaching approach relied on the use of corpus-based information and specialist terminology to obtain the language of and language for learning. The incorporation of corpus data enhances the authenticity of course materials by allowing for the examination of language usage in real-world contexts (Lin, 2016). While Corpus Linguistics is a common tool in ESP settings, its use in CLIL contexts is less prevalent. However, in this study, the involvement of industry domain experts further elevated the level of authenticity. The validation of corpus-based information and specialist terminology by industry experts ensured that the materials accurately reflected the language and terminology used in the relevant

field, which prepared students for real-world situations and enhanced their language proficiency and content knowledge.

In each course, students were equipped with specialized PR terms and English language skills, which were integrated as 'language of learning' and designed to prepare students for course materials and exercises. In addition, students were encouraged to study additional information on various websites, which helped them to gain language proficiency and content knowledge 'through learning.' Furthermore, students were taught useful phrases for 'language for learning,' such as how to ask, discuss, and give suggestions during PR meetings, as well as presentation terminologies. In this way, the integration of specialized PR terms and English language skills as 'language of learning' plays a vital role in preparing students for course materials and exercises. The study also highlights the importance of encouraging students to study additional information (language through learning) and providing them with useful phrases for 'language for learning.' Throughout the course, students were always allowed to ask for help and support from both the teacher and professionals, which further enhanced their language acquisition and learning experience.

5.1.5.5 Technology savvy in online teaching

The success of the English for PR elective course implemented online can be attributed to various factors, such as collaborative CLIL teaching methods that included real-world case studies, active learning, peer learning, and scaffolding. However, the crucial role of the teacher's technological literacy and competence in facilitating effective online learning cannot be overlooked.

The coronavirus pandemic forced the English for PR elective course to shift online, which offered several advantages, including increased flexibility for accessing educational resources (Stoian et al., 2022). As a result, the online format allowed students who contracted COVID-19 to continue their studies by accessing recorded lectures and other course materials, as was found evident in this study. As Stoian et al. (2022) also suggest, technology and online communication can enhance interaction between teachers and students. The current study also found evidence of this, as the teacher utilized breakout rooms in Zoom to encourage student interaction and discussion with peers and allowed the teacher to access each room to interact with

students in smaller groups. However, similar to other research, the current study also encountered challenges in implementing online instruction, such as ethical issues related to online assessments (Stoian et al., 2022) and technical problems (Thamri et al., 2022).

Therefore, it is essential for teachers to have adequate technological literacy to facilitate effective online learning. With proper technological competence, teachers can not only effectively manage online class activities but also implement instructional strategies that optimize student learning outcomes.

In conclusion, successful collaborative CLIL teaching is dependent on several factors, including the teacher's willingness to invest time and effort in designing and implementing an effective course, the collaboration with industry professionals to provide real-world case studies and incorporate current practices into course design, and finding the right balance between LOTS and HOTS activities. Additionally, CLIL's Language Triptych, which highlights the importance of language in CLIL, must be incorporated into the teaching approach. Finally, with the shift to online instruction due to the pandemic, it has become essential for teachers to have adequate technological literacy to facilitate effective online learning. By considering these factors, teachers can create a supportive learning environment that meets the diverse needs of their students and enables them to achieve their learning outcomes.

5.2 Implications

The collaborative CLIL teaching approach developed by the ESP teacher in partnership with PR professionals was successful, as evidenced by the primary findings discussed above, despite facing some challenges along the way. This study has significant implications not only for teachers, but also for researchers and professionals working in the PR industry.

5.2.1 Implications for the teachers of English

The findings of the present study offer valuable insights for teachers, including those teaching English and content subjects. Collaborating with professionals in the relevant fields can yield significant benefits, as demonstrated by the ESP teacher in this study who gained updated knowledge from PR experts during the study. While

this process can be time-consuming and challenging, it can lead to professional growth for teachers and more authentic course materials, thereby enhancing student motivation and engagement.

Nevertheless, it's worth noting that the ESP teacher in this study had prior experience in PR and related industries, which enabled her to create a course outline before engaging with professionals. For teachers lacking such background knowledge, they can still prepare themselves by conducting research using available resources such as textbooks or research studies on the subject matter. They can also build corpora, as was done in this study, to gain a base of specialized vocabularies. By taking these steps, teachers can equip themselves with the necessary knowledge to effectively collaborate with professionals, ultimately saving time for everyone involved.

In addition to achieving success, this study also encountered a number of challenges. One notable challenge was the differing levels of English proficiency among the students, which could have impacted their ability to engage with the specialized course content. Another concern was the negative feedback received from some students who felt that the course content did not align with their English language background. Furthermore, students also evaluated that the course was not relevant to their future studies. Despite these obstacles, the study's findings underscored the critical importance of the teacher's support and scaffolding in overcoming these challenges. Through appropriate guidance and support, the teacher was able to scaffold the learning process effectively and facilitate comprehension of the specialized content, regardless of the students' English proficiency levels. To enhance the relevance of future courses, case studies and examples can be tailored to align with students' major fields of study, thereby ensuring that they feel more engaged and invested in the course material.

Apart from the successes and challenges of this study, it is worth noting the important role that professionals played in the course design process. Throughout the course, the ESP teacher worked closely with professionals from PR and related fields to adjust and refine the course materials. Additionally, one PR professional was invited to speak to the class for a single lesson. This allowed the professional to provide practical insights and real-world examples that helped to bridge

the gap between theory and practice. Moreover, the presence of a guest speaker increased student motivation and engagement, as evidenced by their positive feedback.

It's important to recognize that the level of involvement of professionals in different courses may vary based on the specific context and subject matter. However, the value of involving professionals in course design and delivery cannot be overstated. Their expertise and practical experience can bring a unique and valuable perspective to the classroom and can help to make course material more relevant and engaging for students.

5.2.2 Implications for the researchers

The findings provide a clear process for researchers interested in exploring CLIL collaboration. This process can be adapted and modified to suit different contexts, allowing for further exploration of the benefits and challenges of incorporating content and language learning in specialized fields. While previous CLIL research has primarily focused on collaboration between content and language teachers, this study encourages researchers to consider collaborating with professionals in the relevant fields to yield different results and insights.

In this study, the qualitative approach was found to be effective in providing an in-depth understanding of the impact of CLIL collaboration on students' learning experiences, particularly in the context of an intact group of students with different majors and varying levels of English proficiency. However, a combined approach may provide more detailed insights into the impact of CLIL collaboration on student learning outcomes such as knowledge retention and application.

The building of specialized corpora also played a significant role in enhancing the authenticity of the course materials. This process allowed for the inclusion of specialized vocabulary and terminology that is commonly used in the relevant industries, making the course content more relevant and engaging for students. Although this process can be time-consuming, the results are well worth it, particularly when validated by professionals. This brings the course content to a level that aligns more closely with real-world applications, providing students with a valuable and relevant learning experience. However, when building specialized corpora, researchers must carefully consider the criteria for text selection to ensure that they are relevant to the subject matter. It's important to choose texts that accurately reflect the terminology

and language used in the relevant industries, while also taking into account the proficiency level of the students. Additionally, researchers must also consider the availability and accessibility of relevant texts, as well as the time and resources required to build and maintain a specialized corpus.

Additionally, the success of collaborative CLIL teaching in the context of PR ESP serves as a promising example for researchers who are interested in exploring this field. By following and adapting the process outlined in this study, researchers can help to increase the number of studies in this area, and contribute to a deeper understanding of the potential benefits and challenges of incorporating content and language learning in the context of PR.

5.2.3 Implications for the domain experts

In addition to the benefits for teachers and researchers, the professionals involved in this collaborative CLIL teaching approach also stand to gain significant learning experiences. As active participants in the course design and one professional in the delivery process, the professionals in this study were able to share their practical insights and real-world examples with an ESP teacher and students, further enhancing the authenticity and relevance of the course materials.

Moreover, by collaborating with an ESP teacher and students, these professionals were also able to gain new perspectives and insights into the teaching and learning process. This experience can contribute to their own professional development, allowing them to reflect on their own practices and gain a deeper understanding of how their expertise can be effectively integrated into educational contexts.

Overall, the collaborative CLIL teaching fosters a sense of collaboration and mutual learning that can ultimately benefit all stakeholders involved.

5.3 Limitations

This present study consisted of following limitations:

- 1) While the present study provides significant insights into the use of collaborative CLIL teaching in an English for PR elective course, it is important to acknowledge that the course's elective nature presents a significant limitation. The fact that students from various backgrounds and English proficiency levels can enroll in this

course makes it challenging for the ESP teacher to monitor and control the way students study. Although the results of the study have been positive, it is possible that the outcomes may slightly vary in the future depending on the students' diversity and their English proficiency levels.

2) Another limitation of this study is the fact that the ESP teacher involved in the study had a wealth of experience in PR and related fields. While the findings of this study provide valuable insights into the CLIL partnership between the ESP teacher and the subject matter specialists, caution should be exercised when generalizing the results. The outcomes of the study may not be applicable to teachers without the same level of expertise in the subject matter. Further research studies should be conducted to confirm the findings across a broader range of ESP teachers with varying levels of expertise in the subject matter.

3) It is worth noting that the elective English for PR course was offered for a period of 12 weeks, with 3 hours of teaching every week. While the study's findings suggest that collaborative CLIL teaching can enhance students' academic and linguistic abilities, the 12-week duration may not be sufficient to obtain a complete understanding of the long-term benefits of the approach. Therefore, future research studies should focus on a more extended time frame to enable a more in-depth analysis of the linguistic and academic effects of CLIL and to develop students' 4Cs more fully.

4) Due to the Coronavirus pandemic, the course in this study was delivered online, and data gathering was conducted virtually. This fact presents a limitation since the findings of the study may not necessarily apply to classroom instruction. Online learning environments may differ significantly from traditional in-person classroom instruction in terms of the quality of the interaction between the teacher and the students. It is essential to conduct further research to compare the effectiveness of collaborative CLIL teaching in both online and in-person classroom settings to determine the consistency of the approach across various settings.

5) The study lacked a control group, which is a significant limitation. Although the study's results are based on pre-post examinations, the lack of a control group suggests that the reliability of the findings may be called into question. Future research should consider incorporating a control group to enhance the validity and reliability of the study's results. However, this limitation should not be a deterrent to

researchers and teachers who wish to adopt the CLIL approach. Instead, they can modify the approach to suit their unique settings while keeping in mind the potential limitations that may arise.

5.4 Recommendations for future research

The present study makes several valuable contributions to the field of ESP, CLIL, and PR research. Several recommendations, thus, were drawn from the present study as well as the limitations listed above.

1) The collaborative CLIL teaching model developed and implemented in this study could be adapted for compulsory ESP courses. The findings from this study could provide a framework for designing and implementing effective CLIL programs in other ESP contexts. Further research could be done to determine whether similar outcomes could be achieved in compulsory courses compared to elective courses.

2) The present study focused only on the contribution of PR-related professionals. Future research could expand on this and examine the contribution of other types of professionals, such as journalists and influencers, in the CLIL classroom. This could lead to a more comprehensive understanding of the benefits and challenges of involving industry specialists in CLIL teaching.

3) This study points to the need for further longitudinal studies to assess the long-term impact of CLIL teaching on students' linguistic and academic outcomes. This could help to identify any potential limitations or challenges associated with implementing CLIL programs over an extended period of time.

4) This study highlights the potential benefits of implementing collaborative CLIL teaching in on-site classrooms. By examining the effect of classroom setting on students' motivation and engagement, further research could reveal new insights into the effectiveness of CLIL teaching in different learning environments.

5) This study underscores the importance of boosting students' self-efficacy in the language classroom. The findings of this study could inspire additional research on CLIL in ESP courses that aims to improve students' confidence and proficiency in using English.

6) The present study demonstrates the value of corpus linguistics in CLIL course development. Teachers and academics could apply this approach in their own settings to develop effective and authentic language and content learning materials.

7) This study highlights the importance of employing both quantitative and qualitative research methods to obtain a more comprehensive understanding of students' learning outcomes. Combining pre-posttests, questionnaires, learning logs, observations, and semi-structured interviews allowed for a more nuanced understanding of the impact of collaborative CLIL teaching on students' learning.

8) This study emphasizes the importance of collaboration between an ESP teacher and subject matter experts outside of the classroom. This approach can be applied not only in PR ESP courses but in all ESP and CLIL courses to promote authenticity and motivation among students. This study could inspire further research in this area and encourage teachers to work collaboratively to develop effective and engaging ESP and CLIL programs.

5.5 Conclusions

The findings of this study underscore the importance of collaboration between an ESP teacher and industry specialists in creating an effective CLIL environment that provides students with a meaningful and authentic learning experience. By engaging with experts in PR and related fields, the ESP teacher was able to design and implement a course that was grounded in real-world content and language from the target culture. The result was a learning experience that was engaging, motivating, and relevant to the students' needs.

One of the key advantages of the collaborative CLIL approach was its impact on the students' academic performance. The use of real-world content and language from the target culture helped the students develop a deeper understanding of the subject matter and language. The integration of authentic materials, case studies, and debates helped the students develop critical thinking skills and build their awareness of professional culture. The course was designed to promote student engagement and motivation, and the students responded positively to the authentic materials, the teacher, the guest speaker, and the class activities.

Another significant outcome of the collaborative CLIL approach was its impact on the students' cognitive development. The students were encouraged to actively think while doing activities, to put forth great effort to learn, and to participate fully in all class activities. This active engagement helped the students develop a range of cognitive skills, such as analysis, synthesis, and evaluation. The students were also able to refine their critical thinking skills by engaging with real-world case studies and debates.

One of the most important findings of the study was that the collaborative CLIL approach had a significant impact on the students' self-efficacy. The approach helped students feel more confident in their ability to use the language and content effectively, which in turn helped to reduce their anxiety and increase their motivation. By providing students with a supportive and authentic learning environment, the collaborative CLIL approach helped students to develop a sense of ownership and agency in their learning.

To sum up, the research highlights the importance of collaboration between an ESP teacher and subject matter experts in creating a meaningful and effective CLIL environment. The approach is effective in promoting student engagement, motivation, academic performance, cognitive development, and self-efficacy. By bridging the gap between theory and practice, this research contributes to the field of pedagogical PR research, providing valuable insights into how to design and implement effective ESP courses that meet the needs of students and industry alike.

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The seal of Thammasat University is a circular emblem. It features a central five-tiered umbrella (parasol) with a lotus flower at its base. Above the lotus is a horizontal bar with five lines. The entire emblem is surrounded by a circular border containing the university's name in Thai script at the top and 'THAMMASAT UNIVERSITY' in English at the bottom, separated by small floral motifs.

APPENDICES

APPENDIX A

SAMPLE OF LESSON PLAN

Topic: KOLs management

Time: 3 Hours

Instructor: 1. ESP teacher

2. Guest speaker

Objectives: At the end of the lesson, students will be able to:

1. Understand what KOLs are and their different types.
2. Be able to identify the right KOLs and influencers to promote their brands.
3. Use specialized language such as the passive voice to describe products.
4. Apply PR professional culture to the KOL plan.
5. Gain a better understanding of the PR agency's organizational culture and the PR industry as a whole.
6. Feel more secure and connected to the PR industry and become more self-efficacious.

Teaching and Learning Activities:

Time	Collaborative CLIL teaching activities	Class materials	CLIL principles
10 mins	<u>Introduction</u> - Introduce the class outline, class objectives, activities, and expected outcomes	Powerpoint	Content, Culture
30 minutes	<u>PR specialized term</u> - Prepare students with PR specialized terms such as <i>KOL</i> , <i>influencer</i> , <i>blog</i> , <i>vlog</i> , <i>tie-in</i> , <i>product placement</i> , <i>barter agreement</i> etc. - Vocabularies exercise	Powerpoint and worksheet	Communication, Cognition, language of learning

	- Equip students with specialized English language skills required when working with KOLs, such as the passive voice. PR professionals are responsible for providing KOLs with a script for promoting a specified brand and product. - Exercise		
20 mins	<u>KOLs</u> - Introduce what KOL is, its brief history, how to build a strategic KOL plan and how to work with KOL and influencer with professionalism in mind, organizational cultures and ethics. - Comprehensive reading exercise	Powerpoint and worksheet	Content, Culture, Cognition
30 mins	<u>KOLs case studies from guest speaker</u> Share her own experience working with KOLs for various brands, including recommendations, challenges, and often-used specialized terms.	Powerpoint	Content, Culture, Communication, Cognition
1 hour	<u>Active learning</u> - Assign students to assume the role of PR executives. - Students are assigned to work in small groups to create a KOL strategic plan for eyewear brands and a short script.	Students to present via powerpoint or google online document	Content, Communication, Culture, Cognition, Language for learning and Language through learning

	- The PR brief and product key messages are provided to students for creating a short script. - Students are also required to study more information on the brand's website. - Students are always allowed to ask for help and support from both the teacher and professionals. - Students are asked to give a short presentation applying useful phrases in English they have learned in the previous lesson.		
20 mins	<u>Feedbacks</u> - The ESP teacher and guest speaker will provide overall feedback to students. - Students will be able to give feedback and ask questions.	Google online document	Content, Communication, Culture, Cognition
10 mins	<u>Summary</u> - The teacher will summarize the content, specialized language, and emphasize the professional values that all professionals must bear in mind.	Powerpoint	Content, Communication, Culture, Cognition

APPENDIX B

GLOSSARY OF SPECIALIZED TERMS IN ENGLISH FOR PR ELECTIVE COURSE

1. **Ad hoc** (n.): Refers to a project that is created to solve a specific problem or complete a particular task. The project participants disband once the project is finished.
2. **Advertisement** (n.): A paid notice that aims to inform people about a particular product or service.
3. **Advertising** (n.): The activity or profession of creating and disseminating promotional messages for commercial products or services.
4. **Advertorial** (n.): An advertisement that appears in a newspaper or magazine but is designed to resemble an editorial or article written by the publication's staff.
5. **Advise** (v.): To offer guidance or recommend a course of action to someone based on one's knowledge or expertise.
6. **Agenda-setting** (v.): Refers to the power of news media to influence public opinion by determining the relative importance of different topics or issues.
7. **Aggressive public relations** (n.): A communication approach characterized by forceful and confrontational tactics, with little regard for the needs, feelings, and rights of others, and a focus on winning at any cost.
8. **Amplify** (v.): To enhance or expand upon existing information or messages, often with the goal of increasing their impact or reach.
9. **Appointment release** (n.): A type of press release in which large companies announce new executive hires, typically including extensive biographical information and at least one photo of the new hire.
10. **Astroturf** (v.): Refers to the practice of creating an artificial appearance of public support for a particular product, service, or idea, often through a coordinated marketing or public relations campaign.
11. **Awareness** (n.): Refers to having knowledge or understanding that something exists or is happening.

12. **B2B** (n.): Refers to businesses that primarily provide resources or services to other businesses. Public relations efforts in this context often involve targeting trade and business publications and analyst firms.
13. **B2C** (n.): Refers to businesses that sell products or services directly to consumers. Public relations efforts in this context often involve targeting print, online, and broadcast media that are focused on consumer interests.
14. **Beat** (n.): A specific topic or subject area that a journalist or reporter covers as part of their job.
15. **Boilerplate** (n.): A brief section at the end of a press release that provides consistent and clear information about the company or organization being featured.
16. **Boost** (v.): To enhance or increase the quality, quantity, or impact of something.
17. **Brand ambassadors** (n.): Individuals, often celebrities, who are paid to endorse or promote a particular company's products or services.
18. **Brand positioning** (n.): The strategic approach taken by a brand to create a unique and positive impression in the minds of consumers.
19. **Branding** (n.): The process of creating and shaping a brand identity for a company, product, or service in the minds of consumers.
20. **Bylined article** (n.): An opportunity for a client to gain organic media exposure by writing a piece for a magazine or newspaper that draws on their industry experience and builds their company's platform in the process.
21. **Campaign** (n.): A series of planned activities that are designed to achieve a specific goal or objective.
22. **Community relations** (n.): The various methods and approaches that companies use to establish and maintain positive relationships with the communities in which they operate.
23. **Consultancy** (n.): A company that provides advice and expertise on a particular subject or industry.
24. **Content-seeding** (n.): The practice of distributing small pieces of content across various platforms to promote a brand and generate interest among a targeted audience, with the ultimate goal of driving traffic to a main communication platform.

25. **Controlled communication channels** (n.): Communication channels and tools that are under direct control of the sender, such as paid advertising, organizational websites and blogs, newsletters, brochures, certain types of email, leaflets, podcasts, broadcasts, teleconferences, meetings, speeches, and position papers.
26. **Convince** (v.): To persuade someone to believe something or take a particular course of action.
27. **Copywriting** (n.): The process of creating written content for various media such as advertisements, websites, and marketing materials. This task is usually performed by a professional copywriter with a talent for clear and concise writing.
28. **Corporate identity** (n.): The visual and conceptual representation of a company through its name, logo, slogan, colors, design, and other brand elements that distinguish it from others in the market.
29. **Corporate public relations** (n.): The planned and coordinated efforts of a company to promote a positive image of itself and its products or services to the public, stakeholders, and employees.
30. **Corporate Social Responsibility (CSR)** (n.): A business philosophy that involves ethical and socially responsible behavior, such as philanthropy, environmental sustainability, and fair labor practices.
31. **Coverage** (n.): The extent and manner of media reporting on a particular event or topic, including the amount of attention given, the angle of the story, and the depth of analysis.
32. **Dark public relations** (n.): A type of public relations strategy that uses negative tactics to harm, discredit, or destroy the reputation of a competitor or rival company.
33. **Defensive Public Relations** (n.): The use of communication tools and publicity to respond to criticism or negative publicity, with the goal of mitigating damage to a company's reputation.
34. **Discredit** (v.): To cause people to doubt or lose faith in someone or something, by exposing flaws or negative aspects.

35. **Disseminate** (v.): To spread information, knowledge, or ideas widely, often through various communication channels such as media, social networks, or public events.
36. **Dissemination** (n.): The act or process of spreading information or ideas to a wide audience, often with the goal of influencing their perceptions or behavior.
37. **Earned media** (n.): Free or unpaid publicity generated by third-party sources, such as customer reviews, social media shares, or word-of-mouth recommendations.
38. **Ed Cals** (n.): Editorial calendars that outline topics, deadlines, and themes for upcoming issues of print or online publications, helping PR professionals to pitch relevant stories to journalists.
39. **Editorial** (n.): An article or opinion piece in a newspaper, magazine, or online publication, written by the editor or an expert in the field, that expresses a particular point of view or provides analysis on a topic of current interest.
40. **Editor-In-Chief** (n.): The senior editorial position in a media organization, responsible for overseeing the editorial direction, quality, and content of the publication, as well as managing the editorial team.
41. **Endorsement** (n.): The act of publicly supporting or recommending a product, service, or brand, often by a celebrity or influencer, in order to increase its popularity and credibility.
42. **Engagement** (n.): The level of interaction or involvement of an audience with a particular content or communication, measured by metrics such as likes, shares, comments, views, and clicks.
43. **Event Release** (n.): A type of press release that provides detailed information about a specific event, such as a product launch, conference, or exhibition, with the goal of generating media coverage and public interest.
44. **Expert Position Release** (n.): A type of press release that showcases an individual or company as an authority or expert in a particular field, with the aim of gaining media attention and establishing credibility.
45. **Exposure** (n.): the degree to which your brand is visible to the public through various media outlets.

46. **Fact sheet** (n.): a document that provides comprehensive information about a product or service, including its features, benefits, and specifications. It is used by the media to write stories about the product or service and to clarify any misunderstandings.
47. **FAM Trip /Press trip** (n.): a promotional tour organized by a company or organization for journalists or bloggers to visit and experience its products, services, or destinations.
48. **Flog** (n.): a blog that is used to promote a product or service, often using fake or misleading reviews written by the company or its employees.
49. **FMCG** (n.): Fast Moving Consumer Goods are low-priced consumer products that are sold quickly and in large volumes, such as food, toiletries, and household items.
50. **Gimmick** (n.): a marketing ploy or device used to attract attention or create interest in a product or service, often without providing any real value or benefit.
51. **Goodwill** (n.): the intangible value of a business's reputation, customer loyalty, and brand equity, which contributes to its overall value beyond its tangible assets.
52. **Gossip/social news** (n.): a section in a publication that covers news and information about celebrities and their personal lives.
53. **Handle** (v.): to manage or deal with a situation, issue, or problem in a competent and effective way.
54. **Holding Statement** (n.): a prepared statement used by a company or organization in response to a crisis or issue to temporarily address the situation until more information is available.
55. **Impressions** (n.): the number of times an ad or content is displayed or viewed by an audience, regardless of whether it was clicked or not.
56. **Influencer** (n.): a person who has a significant following on social media and can influence the opinions and behavior of their audience, particularly in relation to products or services.
57. **In-house public relations** (n.): a department or team within an organization that handles its own public relations activities, rather than outsourcing them to an agency.

58. **Internal Communications** (n.): the use of communication processes and strategies within an organization to support its goals and objectives, including communication with employees and shareholders.
59. **Journalism** (n.): the profession or activity of reporting and analyzing news and current events for print, broadcast, or digital media outlets.
60. **Key messages** (n.): the primary points or ideas that a company or organization wants to convey to its target audience in its communications and marketing activities.
61. **Kickback** (n.): an illegal or unethical payment made to someone in exchange for a favor or service, particularly in a business or political context.
62. **KOL** (key opinion leader) (n.): an influential person or expert in a particular industry or field whose opinions and recommendations are highly regarded and trusted by their followers or audience.
63. **Launch** (n./v.): the introduction or debut of a new product, service, or business through an event or campaign.
64. **Launch release** (n.): a type of press release that announces the launch of a new product, service, or business and provides details about its features, benefits, and availability.
65. **Lead time** (n.): the amount of time required by journalists or media outlets to gather information and produce a story, which varies depending on the type of media and its production schedule.
66. **Lobby** (v.): to try to influence a politician or public official on an issue.
67. **Lobbyist** (n.): a person who tries to persuade a politician or official group to take a certain action or make a particular decision.
68. **Marketing** (n.): the business of promoting and selling products or services, including market research and advertising.
69. **Mass media** (n.): a wide range of technologies and forms of communication that reach a large audience.
70. **Media** (n.): the various means of mass communication, including broadcasting, publishing, and the internet, considered as a whole.

71. **Media barter** (n.): an agreement where brands can use their products or services to part-pay for media, helping them increase their advertising budgets and reach.
72. **Media briefing** (n.): a meeting between members of the media and a company's media relations department to provide information and answer questions.
73. **Media circulation** (n.): the total number of copies of a publication distributed through different channels.
74. **Media interview** (n.): an interview with a journalist or member of the media, used for publicity purposes.
75. **Media monitoring** (n.): the process of tracking a company's media coverage across various platforms, including press, TV, radio, and the internet.
76. **Media relations** (n.): the practice of managing and building positive relationships with journalists and media outlets.
77. **Media review** (n.): a review written by a member of the media about a product or service based on their personal experience using it.
78. **Media visit/media tour** (n.): an organized visit or tour for members of the media to experience and learn about a company or product.
79. **New media** (n.): forms of electronic communication made possible through computer technology.
80. **Newsworthy** (adj.): interesting enough to be reported in the news.
81. **Offline media** (n.): traditional media formats that do not involve the internet.
82. **Owned media** (n.): communication channels that a company has complete control over, such as their website, blog, or email.
83. **Persuade** (v.): to convince someone to do or believe something through reasoning or argument.
84. **Photo caption** (n.): a brief description or explanation of a photograph.
85. **Photo opportunity/photo session** (n.): a scheduled event where photographers can take pictures of a politician or other famous person for use in media outlets.
86. **Pitch** (n.): a proposal for a public relations program, typically including research and cost analysis, which may require several weeks to prepare, and may incur a fee if not accepted.
87. **Pitch** (v.): to make an effort to win a contract or other business.

88. **PR value** (n.): the estimated value of media coverage, often used to measure the success of public relations campaigns.
89. **Press agentry** (n.): an outdated term referring to a public relations strategy that uses publicity to create a desired image or message, often without regard for accuracy or honesty.
90. **Press kit** (n.): a collection of promotional materials given to members of the press to provide information about a product, service, or candidate.
91. **Press release** (n.): a statement issued to the press, usually by a company or organization, containing information that is intended to be published as news.
92. **Press tour** (n.): an event in which members of the media are taken on a tour to visit a company's headquarters or to experience a product or service firsthand.
93. **Product placement** (n.): a marketing strategy in which products or services are featured prominently in movies, television shows, or other media in exchange for payment or other compensation.
94. **Product release** (n.): a press release that focuses on the release of a new product, typically including information on the product's features and specifications.
95. **Product-seeding** (n.): a marketing strategy that involves providing products to influencers with the hope that they will promote them to their followers.
96. **Promote** (v.): to advertise or publicize a product, organization, or venture in order to increase awareness and sales.
97. **Promotion** (n.): an advertising campaign or other activity designed to promote a product, service, or organization.
98. **Propaganda** (n.): information, often biased or misleading, that is spread by a government, organization, or group to influence people's opinions or beliefs.
99. **Public relations** (n.): the practice of managing the spread of information between an organization or individual and the public in order to maintain a positive image or reputation.
100. **Public relations agency** (n.): a company or organization that specializes in providing public relations services for clients.

101. **Public relations battle** (n.): a term used to describe the interactions between organizations and the public or media, often with conflicting goals or interests.
102. **Public relations blitz** (n.): a marketing strategy that involves promoting a product or business aggressively and widely in a short amount of time.
103. **Public relations disaster** (n.): a significant negative event or crisis that can harm a company or organization's reputation and require extensive public relations efforts to mitigate.
104. **Public relations exercise** (n.): an action or event that is carried out for the purpose of generating positive publicity and improving the public image of an individual, organization, or product.
105. **Public relations gimmick** (n.): a clever or unusual tactic or strategy designed to attract attention or generate publicity for an individual, organization, or product.
106. **Public relations hype** (n.): a deliberate and often exaggerated effort by public relations professionals to draw attention to a particular subject or product in order to generate interest or influence behavior.
107. **Public relations nightmare** (n.): a situation or event that causes significant damage to an individual, organization, or product's reputation, often resulting in negative publicity and public scrutiny.
108. **Public relations outreach** (n.): the process of actively engaging with members of the media, influencers, and other stakeholders in order to build relationships and increase brand awareness.
109. **Public relations practitioner** (n.): a professional who specializes in managing the reputation and public image of an individual, organization, or product through strategic communications and relationship building.
110. **Public relations strategy** (n.): a comprehensive plan of action designed to achieve specific public relations goals and objectives, often incorporating a variety of tactics and channels.
111. **Public relations stunt** (n.): an attention-grabbing event or action designed to generate positive publicity for an individual, organization, or product.

112. **Public relations stunt** (n.): a fabricated or exaggerated relationship between two public figures for the purpose of generating media attention.
113. **Public relations tool** (n.): a method or technique used by public relations professionals to achieve specific goals and objectives, such as media relations, social media, or corporate social responsibility.
114. **Publicity** (n.): the attention and exposure that an individual, organization, or product receives from media coverage or other promotional activities.
115. **Publics** (n.): groups of people who are important to an organization and who may have an impact on its reputation and success, such as customers, employees, or shareholders.
116. **Publishing** (n.): the business of producing and distributing books, magazines, newspapers, and other written or digital content to the public.
117. **Reach** (n.): the total number of people who are exposed to a particular piece of content or message, including both direct and indirect audiences.
118. **Readership** (n.): the estimated number of people who read or have access to a particular publication, based on factors such as circulation, subscriptions, and demographics.
119. **Recognition** (n.): public acknowledgment or appreciation for an individual, organization, or product's achievements or contributions.
120. **Retainer** (n.): a fee paid to a public relations firm or professional for ongoing services, often in exchange for a certain number of hours or a specific scope of work.
121. **Road show** (n.): a series of planned presentations or events held in different locations, often for the purpose of promoting a new product, service, or idea.
122. **ROI** (n.): return on investment, a measure of the profitability or success of an investment or business venture.
123. **RSVP** (v.): a request for a response from an invited guest or attendee, often used in invitations to indicate the need for a confirmation of attendance.
124. **SEO** (n.): Search Engine Optimization is the process of optimizing a website's technical configuration, content relevance, and link popularity to

make its pages easily findable, more relevant and popular toward user search queries, resulting in better search engine rankings.

125. **Smear campaign** (n.): A plan to discredit a public figure by making false or dubious accusations and tarnishing their reputation.
126. **Sneak preview** (n.): An exclusive opportunity to see a new product, service, or other offering before it is released to the general public.
127. **Spin** (n./v.): The act of presenting an idea or situation in a way that makes it appear more favorable than it actually is, particularly in the context of politics and public relations.
128. **Spokesperson** (n.): A representative chosen to speak officially on behalf of a group or organization.
129. **Sponsorship** (n.): Financial support provided by a sponsor to an individual, organization, or event.
130. **Sweetheart deal** (n.): An agreement or arrangement made privately and unofficially between two parties, often in a way that is illicit or unethical.
131. **Syndication** (n.): The process of disseminating press releases and other news materials to multiple media outlets, with the goal of achieving the broadest possible coverage.
132. **Talking points** (n.): Pre-established messages used in political, sales, or advertising communications that are coordinated in advance and remain relatively consistent regardless of who delivers the message.
133. **Talk-of-the-town** (n.): A person, event, or thing that is the subject of widespread interest or discussion in a particular community.
134. **Target audience** (n.): The intended audience for a particular message, product, or service.
135. **Tie-in** (n.): A marketing approach in which a company creates a connection or association between its products or services and a current trend, event, or cultural phenomenon.
136. **Tie-in** (v.): To connect or associate something with another thing, particularly in the context of marketing or promotion.
137. **Traditional media** (n.): Forms of media that do not rely on the internet, such as print newspapers and magazines, television, and radio.

138. **Uncontrolled communications channels** (n.): Media channels that are not directly controlled by a company or organization, including earned media such as news stories, external websites, and social media commentary.
139. **Word-of-mouth** (adj.): Referring to information or promotion that spreads through personal conversations and recommendations rather than through traditional advertising or marketing channels.



APPENDIX C

SAMPLE EXERCIZES AND CLASS ACTIVIES IN ENGLISH

FOR PR ELECTIVE COURSE

Exercise 1 Fill in the blank with the word(s) in the box below.

public relations	advertising	marketing	journalism
	persuade		
traditional media	practitioners	press releases	SEO pitches

1. _____ space is paid while _____ results are earned through providing the media with information in the form of press releases and _____.
2. Digital ad spending has overtaken ad spending in _____ and will make more than half of the total media spending in the world. This is a huge sign for the future of _____ because the ad budget is positively correlated to the use of the medium.
3. _____ uses search engines to increase the website traffic.
4. In order to write a great _____, public relations _____ need to understand which practices from the past are still very much applicable today, as well as relevant new aspects that deal with the digital success.
5. In advertising, to immediately _____ people and hook them to watch the rest of your advertisement, sticking to only one message is important.

Exercise 2. Read the conversation below and fill in the blank with active or passive form of the given word.

1. In 1968, the Hawks team _____(hire) a local public relations director, Richard Hyatt, who _____(be) an assistant sports information director at Georgia Tech.
2. For breaking news, journalists _____(need) an expert to comment in real time via a phone interview, video-conference, live video interview, Tweet, email or IM.
3. Reporters often _____(contact) their usual list of suspects, experts whom they know or trust.
4. Oreo _____(organize) the press conference last month.
5. I _____(receive) my first message from this 'Steampunk Fish' about four weeks ago. It _____(be) sweet, funny, and obvious that he'd actually read my profile.

Exercise 3. Read the statements below and check (✓) True or False.

True	False	statements
		1. Everyone knows what PR people do.
		2. We need to pay for public relations.
		3. People believe public relation story more than advertising.
		4. Public relations mainly uses visuals to tell the story.
		5. Public relations is much more expensive than advertising
		6. Media controls the final version in advertising.
		7. PR people provides consultation for clients to improve their image.
		8. PR people can order journalists to cover the story they want.
		9. Public relations needs both traditional and new media.

		10. A lot of measurement models have been designed to measure public relations.	
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Exercise 4. Listen to the video clip and fill in the blank with the word you hear.

Hello. Ladies and gentlemen and welcome to my YouTube channel public relations 101. In this video, what we're going to discuss is the difference between advertising, _____(1), and public relations.

I've walked into many client _____(2) and depending on who the client is I've been called all _____(3). I've been called a member of their marketing team, a member of their advertising team, a member of their public relations team but what exactly am I. The truth is I am a public relations practitioner, and while the three fields, advertising, marketing, and public relations are all complementary. They all support one another in some way shape of form and they're all part of the family of _____(4). There are _____(5) and these differences are very important to understand because if you're going to build a _____(6) you don't just use one tool you use many _____(7) and it's very important to know which tool does what, so let's start off with some of the main differences between public relations, marketing and advertising.

Exercise 1: Match each industry jargon with its definition.

a) astroturf	___e___1. A form of propaganda, achieved through knowingly providing a biased interpretation of an event or campaigning to influence public opinion about some organization or public figure.
b) flog	_____2. An artificially created public support for something, for example, the bloggers are paid by a company to post the product reviews which pretend to be unbiased.
c) kickback	_____3. A blog or a webpage created by a company, but pretends to originate from a credible, non-biased and independent source, for the purpose of promoting a product, service, or political viewpoint.
d) sweetheart deal	_____4. A corrupt practice in which a commission is paid to the bribe-taker in exchange for services rendered, for example, a PR company pays a government officer to increase the chance to win the government contract.
e) spin	_____5. An agreement in which a public body offers unduly favorable terms to a private company or individual.
f) smear campaign	_____6. A planned attempt to discredit a public figure or a company by making false or dubious accusations about them.

Exercise 2: Complete the If-sentences using the correct form of the verb in brackets.

1. If he _____(be) completely honest from the very beginning, he might have received sympathy from the public.
2. Please subscribe my channel if you _____(want) to put a PR spin on your future in the communications game.
3. If you found out that your public relations agency was also working for a competitor company, you _____ (be) concerned.
4. Immediately advise an appropriate authority if a member _____(discover) that confidential information is being divulged by an employee of a client company or organization.
5. If they had agreed, then the conversation _____(can move) on to the next step.

2.1. Lead-in activity

How can businesses in the following industries generate public relations event ideas to promote their products or services?

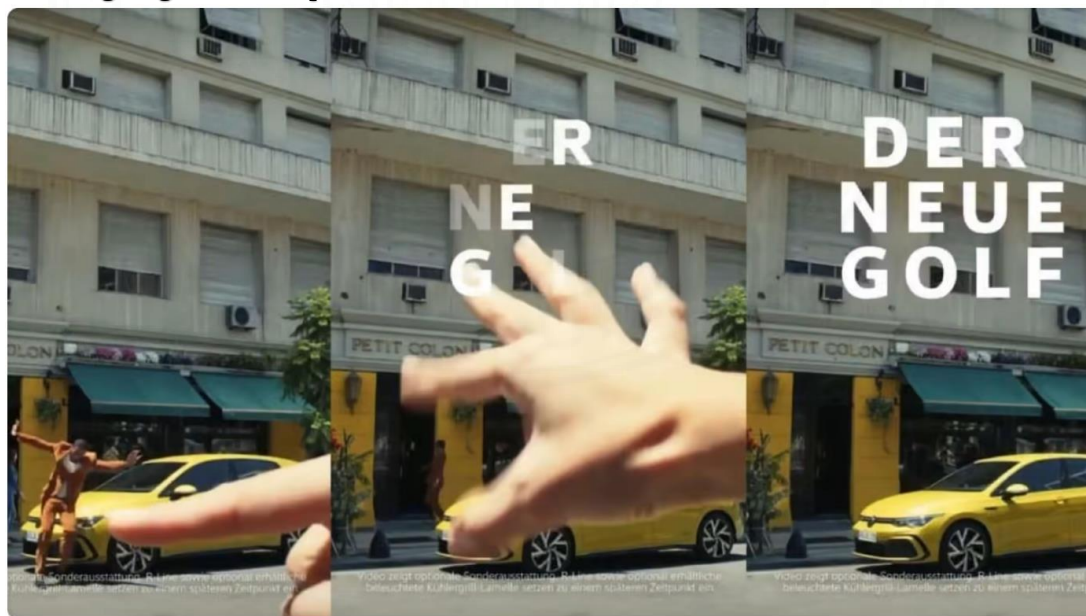
Hotel	
Restaurant	
Car	
Movie/Series	
Education	
Factory	
Cosmetic	
Music	

5.1. Lead-in activity



7.1. Lead-in activity

What's going on in this picture?



APPENDIX D

**SAMPLE OF PRE-POST TESTS ON CONTENT, SPECIALIZED
LANGUAGE, AND AWARENESS OF PROFESSIONAL
CULTURE**

Part 1. PR content knowledge

Directions: Read the questions carefully and choose the best answer to respond to the questions.

1. Which of the following methods do PR practitioners rarely use to persuade external or internal audiences?

1. Earned methods
2. Advertisements
3. Traditional media
4. Social media

2. Which of the following is true about the job function of public relations professionals?

1. Everybody knows the job function of public relations professionals.
2. Not many people know the job function of public relations professionals.
3. Public relations professionals do a great job promoting their job function.
4. Only a few people do not know the job function of public relations professionals.

3. According to the statement below, what is the term used to identify PR professionals working for a company?

Public relations professionals working for a company may handle consumer relations, or the relationship between parts of the company such as managers and employees, or different branch offices.

1. PR Agency

2. Copywriter
 3. In-house PR
 4. Self-produced communications
4. Which of the following matches the definition of "pitch" in PR terms?
1. A pitcher throws the ball for the batter to try to hit.
 2. Wijitra tries to persuade a journalist to interview her client.
 3. Wichien writes and blogs for the web.
 4. Wipa conducts market research on the firm's messaging.
5. Which of the following is true about public relations and advertising?
1. Public relations and advertising are the same thing.
 2. People tend to believe advertising rather than public relations.
 3. Public relations cannot guarantee news coverage.
 4. Advertising is much cheaper than public relations.
6. _____ refers to radio, billboards, television, and print advertisements.
1. New media
 2. Traditional media
 3. Social media
 4. Owned media
7. Which of the following is true about traditional and new media?
1. People no longer receive news from traditional media.
 2. Traditional media has completely been replaced by new media.
 3. Both traditional and new media are still needed to target a large audience.
 4. Traditional media tends to be much more interactive than new media.
8. What is the main objective of public relations?
1. To boost sales volume
 2. To build reputation
 3. To invest in the stock market

4. To increase market share

9. Which of the following matches the definition of "spin" in PR terms?

1. Kitti only reports positive news stories about his company's merger to journalists.
2. Kati informs journalists of both favorable and unfavorable facts about her company's merger.
3. Kanya communicates all facts that are relevant to the public.
4. Kittiya reveals all information needed for responsible decision-making.

10. Which of the following is true about journalism and public relations?

1. Both of them are completely different.
2. Both news stories and press releases focus on their readers.
3. Public relations aims only at the benefits of the organization.
4. Some journalists think they should move into PR because the work is easier.

11. Is it true that journalism is noble, and PR is not?

1. It is true because PR focuses only on their organization.
2. It is true because Dark PR has become prevalent.
3. It isn't true because there are cases showing that journalists have an important role in Dark PR.
4. It isn't true because both are noble, abiding by codes of ethics.

12. Which of the following is the simplest media to begin an integrated PESO Model?

1. Paid media
2. Earned media
3. Shared media
4. Owned media

13. Among the four media types in the PESO Model, which one is the primary focus of public relations?

1. Paid media

2. Earned media
3. Shared media
4. Owned media

14. If a customer positively commented and reviewed your product on their social media account without being asked, what media type will this fall into?

1. Paid media
2. Earned media
3. Shared media
4. Owned media

15. What does "news coverage" refer to in the public relations industry?

1. It means PR professionals must distribute press releases covering all types of media.
2. It refers to the piece of content reported by the media in which your company is discussed.
3. It refers to a method to calculate the importance of branded content gained through PR efforts.
4. It refers to a series of face-to-face meetings between company executives and news media outlets.

16. Which of the following is not true about KOLs and influencers?

1. KOLs are regarded as experts on a certain topic.
2. KOLs can be anyone who is respected by the public.
3. Influencers mainly make a living off their online content.
4. Influencers value their followers as their most important asset.

17. Which of the following groups of people do public relations people work with the most?

1. Journalists
2. Clients
3. Brand's customers

4. Copywriters

18. What are the advantages that media will gain from keeping a connection with public relations people?

1. Public relations can help media shorten time in finding news sources.
2. Public relations can help media validate an article's content.
3. Public relations can help media review and revise a story.
4. Public relations can help secure a large audience for a news story.

19. Which of the following statements should public relations people avoid when communicating with the media via email?

1. Must read: a poll for you: IOS6 vs. IOS7
2. Essie's Fall Polish Line Launches in November
3. Sample Available for Review
4. Exclusive data on expectations about Apple products

20. Which of the following is true about pitching to the media?

1. The most significant parts of the press release should be at the top of the press release.
2. PR pitch must provide adequate information, so a lengthy press release is preferred.
3. Public relations should waste no time getting straight to the point.
4. Public relations people should avoid following up with the media over the phone.

Part 2. PR specialized language

Directions: Read the questions carefully and choose the best answer to respond to the questions.

21. Manager Joe Girardi _____ during his end-of-season press conference last Wednesday that Rivera's future _____ uncertain.

1. indicated, was
2. indicates, is

- 3. indicated, is
- 4. indicates, was

22. According to Reuters, during his recent press conference, President Obama _____ that Republicans must concur with his view.

- 1. declared
- 2. declare
- 3. declares
- 4. to declare

23. PR professionals regularly _____ to Pinterest for program planning and inspiration.

- 1. turn
- 2. turned
- 3. to turn
- 4. -

24. The results _____ much different if the government's actions had been held to an international standard of transparency.

- 1. could have been
- 2. would be
- 3. will be
- 4. were

25. We _____ hotels and flights or maybe even prepare a car rental if the press conference is out of state.

- 1. will book
- 2. book
- 3. would book
- 4. would have booked

26. Question: _____

Answer: We realize that there are some ongoing political issues here, and any escalation can serve to the detriment of all local businesses. Our doors are always open for guests looking for great hospitality, and we are looking forward to a great future here in Thailand.

1. With the Thai political situation being so volatile, does it affect your property?
2. What are the politics like in Thailand?
3. How can the political situation of a country have an effect on tourism?
4. What are the political impacts of tourism?

27. Question: _____

Answer: We are convinced that over the coming years the Thailand vs. Contender Series will establish itself as the leading Fight Entertainment Series in the region and top 5 in the world, not only as live audience events but also via TV, Internet and other media distribution.

1. What are your expectation toward this event?
2. What is the trend of Thai boxing in the other countries?
3. What does the company plan for the future event?
4. What is your plan after the series finishes?

28. Question: _____

Answer: Regent has been looking to establish its first hotel in Thailand, and Phuket itself represents a significant opportunity for further growth in the 5-star market. In line with the group's current focus on small-scale, qualitative growth, it was decided that 2012 would be an appropriate time to launch this new hotel into the Thai market. It will also set a new benchmark for what the guest can expect from high end hospitality in Thailand in the luxury market

1. Why have you selected this moment to bring Regent Phuket Cape Panwa to market?
2. Why did Regent choose Phuket for its first location in Thailand?
3. How many properties are planned for Regent in the future?
4. How much was invested into Regent Phuket Cape Panwa?

29. Which of the following underlined words is grammatically incorrect?

The View is set to be the best premium one-bedroom villa of the region.

1. the
2. best
3. premium
4. of

30. Which of the following underlined words is grammatically incorrect?

There is no best way to rejuvenate than with the entire family.

1. best
2. way
3. than
4. The sentence is grammatically correct.

For items 31-35:

Please complete the blank in the email to the media using the appropriate language commonly used in the public relations industry.

_____(31)_____

My name is Catriona from Summer-wardrobe company.

_____(32)_____. I'm really loving your personal style and am impressed by your way of researching and producing the review content with your unique style for many leading brands.

_____(33)_____ Would you be willing to try and review our new sunglasses collection? Check it out here www.newsunglasses.com for more info.

We can provide you one that you like (worth around 10,000-15,000 Baht) and another extra one (worth around 5,000-7,000 Baht) that you can give away to your audience in exchange for a review on your three platforms

_____(34)_____

Let me know what you think - would love to chat further about how we could work together.

_____(35)_____

Thanks for your time,

Catriona Gray

Francom PR company.

31.
 1. Hi Lisa
 2. Dear Lisa
 3. Dear Sir and Madam
 4. To whom it may concern

32.
 1. I've been following your blog, Instagram, and YouTube for about a year now.
 2. I'm an avid follower of your Instagram and YouTube for many years.
 3. I was looking for some information on beachwear ideas this morning and came across your content on Facebook.
 4. Just finished reading your article: Summer Fashion Trends 2022.

33. 1. I'm reaching out to you because I have a product that I think your audience would appreciate.
 2. I'm following up your response to my earlier email that I've sent last week.
 3. I request that you should also give me an opportunity to present my blog on your niche as it has quality content and is of a real value.
 4. I understand the value and quality you need for the content and I assure you for giving such conditions added with it.
34. 1. An affiliate code can also be supplied so you can earn some money from your influence.
 2. Awaiting your positive response.
 3. What are you working on next?
 4. This would be another great opportunity in working together again after our successful project last year.
35. 1. Please feel free to reach out to me on 089-000-0000 at any time to discuss further.
 2. I'll feature your review on our blog and link back to your all three channels that you currently have.
 3. As you've tried our product, we'd love to hear your feedback about our new collection.
 4. Here's a thorough survey on the trend of summer wear you may find useful for future reference.

For items 36-40:

Please complete the blank in the following holding statement using the appropriate language commonly used in the public relations industry.

_____ (36) _____

The Board of PA Holdings Ltd _____ (37) _____ an accident which occurred at around 3:30 pm on Monday 9th May 2022, during which a 49-year-old mining

employee was deadly injured at the Bola Mine located in the West Virginia.

_____ (38) _____

The gentleman was employed by PAT (Manganese) Ltd, a wholly owned subsidiary of PA.

_____ (39) _____

To all his family, friends, and work colleagues, _____ (40) _____

PAT (Manganese) Ltd, the operator of the mine, is working closely with the West Virginia Police, the Department of Primary Industry and Resources and WorkSafe NT who are conducting a full investigation into the accident.

36.

1. Investigation reveals Bola mine accident waiting to happen
2. Three died in Bola mine collapse
3. Bola mine in West Virginia suffers tragic incident
4. Fatal Accident at Bola Manganese Mine, West Virginia

37.

1. is deeply saddened to advise of
2. is very pleased to inform about
3. would like to clarify regarding
4. is deeply discontented by

38.

1. The accident was due to a wall failure in the Tonga pit.
2. The accident was due to his own fault.
3. This deadly mine disaster was caused by poor planning in the West Virginia district.

4. It was believed that the accident may be due to a wall failure in the Tonga pit.

39.

1. The identity of the employee will not be released by PA until approval is provided by the employee's family at the appropriate time.
2. Word has it that the employee's name is Jason Atkins.
3. The miner who died in this case is Jason Atkins and PA will consult with his family member to reconfirm his identity.
4. Most of the colleagues are certain that the employee is Jason Atkins.

40.

1. PA and PAT extend its sincerest condolences with support being provided to his family and colleagues.
2. everyone is offered access to counselling services.
3. all operations at the mine were halted, subsequently certain operations have re-started.
4. PA and PAT strongly condemn the poor planning in the West Virginia district and call for immediate action and compensation for this disaster.

Part 3. Awareness of professional culture (Items 41-60)

41. You are working in a PR firm. One of your clients is a cosmetic brand and they always request your team to get a full-page coverage in one leading magazine. What should you do?

1. Contact the editorial team and pitch the content which will benefit the magazine's readers.
2. Visit the editorial team at their office and give them a set of the most expensive cosmetic products.
3. Pay the editor of the magazine to ensure that the brand gets the coverage they want.
4. Threaten the magazine with negative publicity if they do not provide the requested coverage.

42. Tomorrow is your client's press conference. At today's midnight, your team have already printed out all press materials and then one of your team members spots that your client's financial information is incorrect in all press materials. What should you do?

1. Revise and review all press materials again.
2. Ignore the mistake and proceed with the press conference as planned.
3. Cover up the mistake and issue a correction statement after the press conference.
4. Attempt to cover up the mistake by manipulating the financial information to make it appear correct in the press materials.

43. You accidentally are in a meeting which appears to be a pitching meeting and one of your competing agencies is presenting their ideas. What should you do?

1. Stay in the meeting and take notes on the competing agency's ideas to share with your own team.
2. Interrupt the competing agency's presentation to criticize their ideas and promote your own.
3. Take photos or recordings of the competing agency's presentation without their permission.
4. Excuse yourself from a meeting politely.

44. In the meeting, client has proposed the idea which you do not think it will work. What should you do?

1. Interrupt the client and argue against the idea in a confrontational manner.
2. Agree with the client's idea even if you know it will not work.
3. Reason with the client with concrete evidence and professionalism.
4. Talk over the client and present your own idea without giving the client a chance to explain their idea fully.

45. You have been really busy all month, working on a client project that has proven to be challenging and interesting at the same time. This project went really well. And

then your manager has asked you to lead another project involving less experience staff. What should you do?

1. Delegate all the work to the less experienced staff without providing proper guidance or support.
2. Provide coaching and support so that they can be on their toes.
3. Complain to your manager about having to take on a less challenging project.
4. Ignore the new project and focus solely on your previous successful project, neglecting your responsibilities.

46. If you post on social media about your medical product or about your client's medical product that "It is the most highly qualified product in Thailand" along with sharing some reviews from the customers, is it acceptable as a PR professional to do so?

1. No, it is not acceptable to share customer reviews or make any claims about the medical product's quality on social media as a PR professional.
2. No, it is not normally acceptable, but in this case, it may be justified by the strong evidence from customers.
3. Yes, it is acceptable to make bold claims about the product and share customer reviews.
4. Yes, it is acceptable to share customer reviews and to make exaggerated claims.

47. You hire an influencer to promote your product and ask him or her to post positive comment on his or her social media about your product as if it is not paid for. Is it acceptable as a PR professional to do so?

1. Yes, it is acceptable. The influencer's followers won't know it's a paid promotion.
2. No, it is not acceptable. This could be seen as deceptive advertising.
3. Yes, it is acceptable as long as you disclose that it's a paid promotion.
4. No, it is not acceptable but it is okay because other people also do it.

48. You are working in a PR agency and now dealing with an influencer on behalf of one of your clients. The influencer, who is very powerful and has millions of followers, does not agree with what your client requires and has proposed the new ideas which he or she thinks will benefit her followers. What should you do?

1. Agree with the influencer right away. You will not want to destroy the relationship with the influencer.
2. Negotiate with the influencer and find the mutual benefits that you both agree with.
3. Ignore the influencer's suggestions and stick to your client's requirements.
4. Persuade the influencer to comply with your client's requirements by offering additional incentives.

49. You are organizing a press conference for your client. Before the event starts, you notice that the number of media attending the event is fewer than expected even though your team have made a lot of effort during media invitation. What should you do in this situation?

1. Politely follow up with media who confirmed attendance to encourage them to attend and cover the event.
2. Call the media you personally know and tell them that they will get paid if they come.
3. Pay off the attending media to pretend that there are more media outlets present.
4. Try to coerce media attendees into inviting their colleagues to come to the event.

50. What do you think about the statement below?

“PR people don’t care if people are persecuted for religious or political beliefs. They don’t care that they’re not working in a democracy... if there is a dollar sign attached to it, their scruples disappear overnight.”

1. It is wrong and prevents the flow of information.

2. I would do the same.
3. I completely agree with this statement, PR professionals are only interested in making money.
4. It depends on the individual PR professional, some may prioritize money over ethics while others may prioritize ethics over money.

51. You are working in a PR agency. One of the biggest car companies is among your long-term clients. One day, another one of the biggest car companies approaches you to work for them. What should you do?

1. Accept the offer and secretly work for both clients without disclosing the conflict of interest.
2. Apologize and tell them that you are working on a long-term contract with another car company.
3. Disclose the conflict of interest to both clients, but continue to work for both and prioritize the one that pays more.
4. Decline the offer from the new car company, but secretly provide them with insider information about your current client.

52. What do you think about an accelerating trend of many brands and companies hiring a service known as 'a dark PR' using Artificial Intelligence to manipulate public opinion and controlling thousands of fake social media account?

1. Just because a practice is legal, does not mean that it is ethical in itself.
2. It is legally practical and the most efficient way to alter public opinion in a short time.
3. I think it's a great strategy to use AI and fake accounts to manipulate public opinion. It's just business.
4. It's not ethical, but if it works, it's worth it.

53. Edward Bernays, the father of public relations, once worked for the American Tobacco Company. At that time, women smoking in public was considered improper. Therefore, he created the PR campaign to link women's right to smoke with liberation, enjoying the same rights as men. What do you think of this campaign?



Bernays also organized a PR stunt equating ladies smoking with women's rights. Cigarette sales among women took off.

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An exhibit of old smoking ads went on display this week at the Science, Industry and Business Library at 34th Street and Madison Avenue. (Image Courtesy of Stanford University, tobacco.stanford.edu)

1. It was a clever and effective campaign that helped promote women's equality and challenge social norms.
2. It was a successful campaign that showed how powerful PR can be in shaping public opinion
3. It was a product of its time and should be judged within the context of the era in which it was created.
4. It is a misleading campaign and does not benefit society as a whole.

54. Which of the followings that should be held firmly by you, as a PR professional?

1. Your company's profit margin
2. Your own integrity
3. Your personal popularity among clients
4. Your willingness to break ethical codes for your clients

55. You are working for client in cosmetic brand. There are negative comments about one of the client's products and your client has asked your company to handle the issue by tracking down those comments and remove them. What should you do?

1. Advise client that we should never delete a negative comment as it will offend the angry customers

2. Advise client to track down and delete all negative comments, regardless of their content.
3. Ignore the negative comments and hope that they go away on their own.
4. Advise client to track down and delete only the most extreme negative comments, while leaving constructive criticism and feedback intact.

56. Your client's campaign is being hijacked by people spreading fake news. What should you do or advise your client to do?

1. Ignore the fake news and hope that it will go away on its own.
2. Keep on constant watch and issue statements to correct the fake news.
3. Retaliate by spreading even more fake news to counter the original fake news.
4. Share the fake news and pretend it's real to gain more attention.

57. If your customer or your client's customer posts his or her negative experience on his or her social media. That post has attracted media's attention and many journalists start replying to the post asking for further information. What would you do or advise your client to do?

1. Ignore the post and hope it goes away on its own.
2. Respond to the post with excuses and shift the blame onto the customer.
3. Delete the post and block the customer from the company's social media pages.
4. Reply to the post and apologize and ask for customer's contact to make appointment and apologize again in person.

58. Which of the followings is regarded to be more appropriate and more sincere CSR activity for GFC which is a fast-food restaurant?

1. A promotional campaign in which every order will help support breast cancer organization.
2. A campaign to educate and support local farmers by buying the main ingredients from them.

3. Launching a marketing campaign that exaggerates the health benefits of the restaurant's food.
4. Running a social media campaign that promotes the restaurant as environmentally friendly, while continuing to use unsustainable practices in the production and disposal of its products.

59. You own stock in Pepsi and Coca-cola invites you to work with them as their PR consultant. Would you agree to work for them?

1. Yes. Your ownership in Pepsi will not impact your ability to work with Coca-cola as a PR consultant.
2. Why not? This is very good opportunity that you must seize.
3. No. It has a chance that your decisions might be bias.
4. Yes. Your expertise as a PR consultant will allow you to remain impartial.

60. Which of the followings is true about journalists' code of ethic?

1. Journalists should only report on stories that align with their personal beliefs and values.
 2. It is their duty to verify all the facts in the news before reporting to the public, even if others have already reported the news.
 3. Journalists should prioritize sensational stories over factual accuracy to attract more readership.
 4. Journalists are allowed to use any means necessary to obtain a story, even if it involves unethical behavior.
-

APPENDIX E

SAMPLE OF OBSERVATION FORM

Directions: Please take note of students' observable behaviors indicating their active engagement such as asking, answering, discussing, and taking part in the lesson's activities to see how students develop their body knowledge of PR content, specialized English language abilities, cognition, and awareness of PR professional culture.

Observation 1		
English for Public Relations	Unit 2: PR Event Planning	No. of students:

APPENDIX F
STUDENTS' WEEKLY LEARNING LOG

Direction: Please write down your statement in Thai or English for the following questions.

1. What PR content, languages, and professional values did you learn in class today?

2. Do you feel more confident using English in and outside the class? Please elaborate.

APPENDIX G

STUDENTS' EVALUATION QUESTIONNAIRE (THAI)

แบบประเมินความคิดเห็น

แบบประเมินนี้จัดทำขึ้นเพื่อประเมินและวิเคราะห์ความเห็นหลังเรียนที่ผู้เรียนมีต่อการสอนแบบบูรณาการเนื้อหาและภาษาด้วยความร่วมมือระหว่างอาจารย์สอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะและผู้เชี่ยวชาญทางด้านการประชาสัมพันธ์ในรายวิชาเลือก "ภาษาอังกฤษเพื่อการประชาสัมพันธ์" โดยแบบประเมินมีสามส่วน: 1) ข้อมูลทั่วไปของผู้เรียน 2) ความคิดเห็นของผู้เรียนต่อการสอนแบบบูรณาการเนื้อหาและภาษาด้วยความร่วมมือระหว่างอาจารย์สอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะและผู้เชี่ยวชาญทางด้านการประชาสัมพันธ์ และ 3) ความคิดเห็นและข้อเสนอแนะเพิ่มเติม โดยใช้เวลาในการตอบแบบสอบถาม ประมาณ 10-15 นาที

ผู้วิจัยขอรับรองว่าข้อมูลที่ได้รับจากท่านจะถูกเก็บเป็นความลับ และจะนำเสนอผลการวิจัยในภาพรวมเท่านั้น ซึ่งจะไม่ก่อให้เกิดความเสียหายแก่ท่านแต่ประการใด จะไม่มีการระบุชื่อหรือข้อมูลส่วนตัวของท่านโดยเด็ดขาด

ส่วนที่ 1: ข้อมูลทั่วไป

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่านดังนี้

1. เพศ ☐ ชาย ☐ หญิง ☐ อื่นๆ
2. อายุ _____
3. สาขา _____
4. คณะ _____

ส่วนที่ 2: ความคิดเห็นของผู้เรียนต่อการสอนแบบบูรณาการเนื้อหาและภาษาด้วยความร่วมมือระหว่างอาจารย์สอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะและผู้เชี่ยวชาญทางด้านการประชาสัมพันธ์

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่านดังนี้

- | | | |
|---|---|----------------------|
| 1 | = | ไม่เห็นด้วยอย่างยิ่ง |
| 2 | = | ไม่เห็นด้วย |
| 3 | = | เห็นด้วย |
| 4 | = | เห็นด้วยอย่างยิ่ง |

เนื้อหา	ระดับความคิดเห็น			
	1	2	3	4
จุดประสงค์และเนื้อหารายวิชา				
1. จุดประสงค์รายวิชาเหมาะสมในการพัฒนาความรู้ด้านเนื้อหา ภาษาเฉพาะทาง และการตระหนักรู้ในวัฒนธรรมการทำงานประชาสัมพันธ์				
2. เนื้อหารายวิชาโดยทั่วไปน่าสนใจ				
3. ภาษาที่ใช้ในการเรียนรู้เนื้อหา มีความเหมาะสม โดยระดับความยากของเนื้อหา สอดคล้องกับความรู้พื้นฐานทางด้านภาษาอังกฤษของฉันทัน				
4. เนื้อหาของรายวิชาโดยทั่วไปเหมาะสมกับเวลาที่ใช้ในการสอน				
5. เนื้อหาของรายวิชาสอดคล้องกับสไตล์การเรียนรู้และความต้องการของฉันทัน				
6. เนื้อหาของรายวิชาสอดคล้องกับวัตถุประสงค์รายวิชา				
7. เนื้อหาของรายวิชาสามารถช่วยพัฒนาทักษะทางการสื่อสารภาษาอังกฤษของฉันทันเพื่อการสื่อสารในชีวิตจริงและการเรียนได้				
8. เนื้อหาในรายวิชา มีประโยชน์สามารถปรับใช้ในสาขาและคณะของฉันทัน				
9. เนื้อหาในรายวิชาสอดคล้องกับปัจจุบัน				
สื่อที่ใช้ในการสอน				
10. สื่อการสอนในแต่ละบทมีประโยชน์ในการช่วยให้ฉันทันเข้าใจเนื้อหา				
11. สื่อการสอนในแต่ละบทมีประโยชน์ในการช่วยให้ฉันทันเข้าใจภาษาเฉพาะทาง				
12. สื่อการสอนในแต่ละบทมีประโยชน์ในการช่วยให้ฉันทันเข้าใจวัฒนธรรมการทำงานประชาสัมพันธ์				
13. สื่อการสอนในแต่ละบทมีประโยชน์ในการพัฒนาทักษะการคิดวิเคราะห์ของฉันทัน				
14. สื่อการสอนมีความน่าสนใจ				
15. สื่อการสอนเข้าใจได้ง่าย				
กิจกรรมและวิธีการสอน				
16. ขั้นตอนการสอนง่ายต่อการปฏิบัติตาม				
17. กิจกรรมและแบบฝึกหัดมีความหลากหลาย				
18. กิจกรรมและแบบฝึกหัดในแต่ละบทสามารถช่วยพัฒนาทักษะการสื่อสารภาษาอังกฤษของฉันทันได้				
19. กิจกรรมและแบบฝึกหัดในแต่ละบทโดยทั่วไปมีความเหมาะสม				

20. กิจกรรมและแบบฝึกหัดในแต่ละบทเหมาะสมกับพื้นฐานภาษาอังกฤษของฉัน				
21. ความคิดเห็นจากเพื่อนในการทำงานกลุ่มช่วยให้ฉันทำงานเดี่ยวได้ดียิ่งขึ้น				
22. ความคิดเห็นและคำแนะนำจากอาจารย์ช่วยให้ฉันทำโครงงานสุดท้ายได้ดียิ่งขึ้น				
23. ความคิดเห็นและคำแนะนำจากผู้เชี่ยวชาญทางด้านการประชาสัมพันธ์ช่วยให้ฉันทำโครงงานสุดท้ายได้ดียิ่งขึ้น				
24. ฉันชอบเรียนกับเพื่อนเป็นกลุ่ม				
25. ฉันเรียนรู้และพัฒนาทักษะการสื่อสารภาษาอังกฤษผ่านการทำงานในกลุ่มเล็กๆ				
26. การเรียนด้วยการรับฟังข้อคิดเห็นจากงานกลุ่มการเริ่มทำงานเดี่ยวช่วยให้ฉันเขียนงานดีขึ้น				
27. ฉันคิดว่าการฝึกเขียนเป็นกลุ่มจำเป็นสำหรับการเขียนเดี่ยว				
28. ฉันคิดว่าเป็นการดีที่ได้เรียนรู้ทั้งเนื้อหาและภาษาในบทเรียนเดียวกัน				
29. รายวิชานี้จัดให้มีโอกาสเพียงพอในการพัฒนาทักษะการสื่อสาร				
30. รายวิชานี้เน้นผู้เรียนเป็นศูนย์กลางเพราะนักศึกษาได้เรียนรู้โดยการทำกิจกรรมและแบบฝึกหัดด้วยตนเอง				
31. ฉันชอบวิธีการที่อาจารย์สอนให้ฉันรู้จักคิดเพราะฉันมีอิสระในการสร้างสรรค์รายละเอียดต่างๆ ที่ต้องการใช้ในการสื่อสาร				
32. กิจกรรมทั้งหมดสนุกและน่าสนใจ				
33. เนื้อหาในรายวิชาและการสนับสนุนการสอนได้รับการจัดเตรียมอย่างเหมาะสม				
อาจารย์และวิทยากรับเชิญ				
34. วิธีการสอนของอาจารย์ช่วยให้นักศึกษาเข้าใจบทเรียนได้ง่าย				
35. อาจารย์เป็นกันเองและมีความสัมพันธ์ที่ดีต่อนักศึกษา				
36. วิทยากรับเชิญช่วยให้ฉันเข้าใจเกี่ยวกับงานประชาสัมพันธ์มากยิ่งขึ้น				
การประเมินผล				
37. ผู้สอนอธิบายเกณฑ์การประเมินผลก่อนการประเมินผลได้อย่างเหมาะสม				
38. เกณฑ์การประเมินผลมีความชัดเจนและเหมาะสม				
39. การประเมินผลมีความสอดคล้องระหว่างสัดส่วนทางด้านเนื้อหาและภาษา				
ความประทับใจในภาพรวม				
40. รายวิชานี้มีประโยชน์ต่อการศึกษาต่อของฉันในอนาคต				

41. รายวิชานี้มีประโยชน์ต่ออาชีพที่ฉันจะทำในอนาคต				
42. หากมีการจัดการเรียนการสอนรายวิชานี้ อีก ฉันยินดีที่จะแนะนำเพื่อนของฉันให้ลงเรียนรายวิชานี้				

ส่วนที่ 3: ความคิดเห็นและข้อเสนอแนะเพิ่มเติม

คำชี้แจง: กรุณาแสดงความคิดเห็นและข้อเสนอแนะต่อการปรับปรุงการสอนแบบบูรณาการเนื้อหาและภาษาด้วยความร่วมมือระหว่างอาจารย์สอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะและผู้เชี่ยวชาญทางด้าน
การประชาสัมพันธ์

APPENDIX H

STUDENTS' EVALUATION QUESTIONNAIRE (ENGLISH)

This questionnaire is designed to explore students' opinion toward the collaborative CLIL teaching between an ESP teacher and PR professionals in the elective course 'English for Public Relations' course. This questionnaire is divided into three main parts: 1) personal information, 2) opinions toward collaborative CLIL teaching, and 3) additional comments and suggestions. The questionnaire will take approximately 10-15 minutes of your time.

The results of the questionnaire may be published, but your participation will remain anonymous and confidential meaning that your name and any identifying information will be removed to protect your confidentiality.

Part 1: Personal information

Directions: Please mark (✓) in the box that is most applicable to you and fill in the blank.

1. Sex ☐ male ☐ female ☐ others
2. Age _____
3. Major _____
4. Faculty _____

Part 2: Opinions toward collaborative CLIL teaching

Directions: Please mark (✓) in the box to rate your opinion.

- | | | |
|---|---|-------------------|
| 1 | = | strongly disagree |
| 2 | = | disagree |
| 3 | = | agree |
| 4 | = | strongly agree |

Content	Levels of opinion

	1	2	3	4
Objectives and content of the course				
1. The course objectives are suitable for developing PR content, specialized English language abilities, and PR core professional values.				
2. The content of the course, in general, is interesting.				
3. The language used to deliver the content is appropriate, and the difficulty level of the course content matches my English background knowledge.				
4. The content of the course, in general, is suitable for the allocated teaching time.				
5. The content of the course meets my learning styles and needs.				
6. The content of the course matches the course objectives.				
7. The content of the course can improve my English communication ability in real-world situations and for my studies.				
8. The content of the course is useful for my major and my faculty.				
9. The content of the course is authentic.				
Teaching materials				
10. The teaching materials in each unit are useful for my understanding of the content.				
11. The teaching materials in each unit are useful for my understanding of the specialized PR language.				
12. The teaching materials in each unit are useful for my understanding of PR culture.				
13. The teaching materials in each unit are useful for developing my critical thinking skills.				
14. The teaching materials are interesting.				
15. The teaching materials are easy to understand.				
Teaching methodology and activities				
16. The teaching steps are easy to follow.				
17. There is a wide variety of activities and exercises.				

18. The activities and exercises in each unit can improve my English communication ability.				
19. The activities and exercises of each unit, in general, are suitable.				
20. The activities and exercises of each unit are suitable for my English background knowledge.				
21. Comments from group work enable me to do better in individual work.				
22. Feedback and advice from the teacher help me to do better in the final project.				
23. Feedback and advice from professionals help me to do better in the final project.				
24. I enjoy studying with friends in a group.				
25. I learn and improve my English communication ability through working in a small group.				
26. Studying through seeing comments of group work before individual work stage helps me write well.				
27. I think that practicing writing in a group is necessary for individual writing.				
28. I think that it is good to learn both content and language in the same lesson.				
29. This course provides enough opportunities for developing communication skills.				
30. This course is student-centered because students learn by doing activities and exercises themselves.				
31. I like the way the teacher provides broad instruction because students are free to create the details of what they want to communicate.				
32. All activities are fun and interesting.				
33. The course content and teaching aids are prepared suitably.				
Teacher and guest speaker				

34. The teacher's teaching methodology helps students understand the lesson easily.				
35. The teacher is friendly and has a good relationship with students.				
36. The invited guest speaker helps me to gain more understanding about public relations.				
Evaluation				
37. Explaining the evaluation criteria before evaluating is suitable.				
38. The evaluation criteria are clear and suitable.				
39. The evaluation is well-balanced between content and language.				
Overall impression				
40. The course is beneficial for my further studies.				
41. The course is beneficial for my future career.				
42. If this course is provided in the future, I would love to recommend it to my friends.				

Part 3: Additional comments and suggestions

Directions: Please give comments and suggestions on how collaborative CLIL teaching should be improved.

APPENDIX I

SEMI-STRUCTURED INTERVIEW QUESTIONS (THAI)

ส่วนที่ 1: ความเห็นหลังเรียนที่ผู้เรียนมีต่อการสอนแบบบูรณาการเนื้อหาและภาษาด้วยความร่วมมือระหว่างอาจารย์สอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะและผู้เชี่ยวชาญทางการประชาสัมพันธ์ในรายวิชาเลือก "ภาษาอังกฤษเพื่อการประชาสัมพันธ์"

1. จุดประสงค์ของรายวิชานี้เหมาะสมหรือไม่ และนักศึกษาคิดว่าควรปรับปรุงอย่างไรบ้าง
2. เนื้อหาของรายวิชานี้เหมาะสมหรือไม่ และนักศึกษาคิดว่าควรปรับปรุงอย่างไรบ้าง
3. จุดเน้นของภาษาในทุกบทเหมาะสมหรือไม่ และนักศึกษาคิดว่าควรปรับปรุงอย่างไรบ้าง
4. ระดับความยากในรายวิชานี้เหมาะสมหรือไม่ และนักศึกษาคิดว่าควรปรับปรุงอย่างไรบ้าง
5. นักศึกษาคิดว่าการสอนแบบบูรณาการเนื้อหาและภาษาเหมาะสมกับบริบทของนักศึกษาหรือไม่ กรุณาขยายความเพิ่มเติม
6. นักศึกษาคิดว่านักศึกษาจำเป็นต้องเรียนเนื้อหาของการทำงานประชาสัมพันธ์ในรายวิชาภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะหรือไม่ กรุณาขยายความเพิ่มเติม
7. กิจกรรมในรายวิชานี้เหมาะสมหรือไม่ และนักศึกษาคิดว่าควรปรับปรุงอย่างไรบ้าง
8. การประเมินผลมีความสมดุลหรือไม่ระหว่างสัดส่วนทางด้านเนื้อหาและภาษา กรุณาขยายความเพิ่มเติม
9. เนื้อหาของรายวิชาโดยทั่วไปเหมาะสมกับเวลาที่ใช้ในการสอนหรือไม่ และนักศึกษาคิดว่าควรปรับปรุงอย่างไรบ้าง
10. นักศึกษาคิดว่าเนื้อหารายวิชานี้สามารถปรับใช้ในสาขาวิชาของนักศึกษาหรืออาชีพในอนาคตได้หรือไม่ อย่างไร

ส่วนที่ 2: ความเห็นหลังเรียนที่ผู้เรียนมีต่อประสิทธิภาพสอนแบบบูรณาการเนื้อหาและภาษาด้วยความร่วมมือระหว่างอาจารย์สอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะและผู้เชี่ยวชาญทางการประชาสัมพันธ์ในรายวิชาเลือก "ภาษาอังกฤษเพื่อการประชาสัมพันธ์" ที่มีต่อความมั่นใจในทางวิชาการด้านการใช้ภาษาอังกฤษ

1. นักศึกษาคิดว่าความสามารถทางภาษาอังกฤษของตนเองเป็นอย่างไร

2. นักศึกษาคิดว่าวิธีการสอนและกิจกรรมในการสอนแบบบูรณาการเนื้อหาและภาษาด้วยความร่วมมือระหว่างอาจารย์สอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะและผู้เชี่ยวชาญทางด้านการประชาสัมพันธ์สามารถช่วยพัฒนาความสามารถด้านการอ่านภาษาอังกฤษของนักศึกษาหรือไม่ ถ้าไม่ นักศึกษาคิดว่าควรปรับปรุงอย่างไรบ้าง
3. นักศึกษาคิดว่าวิธีการสอนและกิจกรรมในการสอนแบบบูรณาการเนื้อหาและภาษาด้วยความร่วมมือระหว่างอาจารย์สอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะและผู้เชี่ยวชาญทางด้านการประชาสัมพันธ์สามารถช่วยพัฒนาความสามารถด้านการพูดภาษาอังกฤษของนักศึกษาหรือไม่ ถ้าไม่ นักศึกษาคิดว่าควรปรับปรุงอย่างไรบ้าง
4. นักศึกษาคิดว่าวิธีการสอนและกิจกรรมในการสอนแบบบูรณาการเนื้อหาและภาษาด้วยความร่วมมือระหว่างอาจารย์สอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะและผู้เชี่ยวชาญทางด้านการประชาสัมพันธ์สามารถช่วยพัฒนาความสามารถด้านการเขียนภาษาอังกฤษของนักศึกษาหรือไม่ ถ้าไม่ นักศึกษาคิดว่าควรปรับปรุงอย่างไรบ้าง
5. นักศึกษาคิดว่าวิธีการสอนและกิจกรรมในการสอนแบบบูรณาการเนื้อหาและภาษาด้วยความร่วมมือระหว่างอาจารย์สอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะและผู้เชี่ยวชาญทางด้านการประชาสัมพันธ์สามารถช่วยพัฒนาความสามารถด้านการฟังภาษาอังกฤษของนักศึกษาหรือไม่ ถ้าไม่ นักศึกษาคิดว่าควรปรับปรุงอย่างไรบ้าง
6. นักศึกษารู้สึกมั่นใจมากขึ้นในการใช้ภาษาอังกฤษนอกห้องเรียนหรือไม่ อย่างไร
7. กิจกรรมไหนในรายวิชานี้ที่นักศึกษารู้สึกมั่นใจมากที่สุดในการใช้ภาษาอังกฤษ
8. อุปสรรคในการใช้ภาษาอังกฤษในรายวิชานี้คืออะไร
9. นักศึกษาเคยเปรียบเทียบความสามารถทางภาษาอังกฤษของตนเองกับเพื่อนในรายวิชานี้หรือไม่ อย่างไร
10. นักศึกษามั่นใจในการใช้ภาษาอังกฤษในการทำงานกลุ่มหรือไม่ อย่างไร

APPENDIX J

SEMI-STRUCTURED INTERVIEW QUESTIONS (ENGLISH)

Part 1: Sample of interview questions to elicit students' opinions toward the collaborative CLIL teaching.

1. Are the objectives of the course suitable? How can they be improved?
2. Is the course content suitable? How can it be improved?
3. Are the language focuses of all units suitable? How can it be improved?
4. Is the difficult level of the course suitable? How can it be improved?
5. Do you think that teaching through the CLIL suits your context? Please elaborate.
6. Is it necessary for students to learn PR content in ESP class? Please elaborate.
7. Are the course activities suitable? How can it be improved?
8. Is the evaluation well balanced between content and language? Please elaborate.
9. Do you think the course contents are suitable for the time allocated? How can it be improved?
10. Do you think the course contents can be applied in your major or your future career? If so, in what ways?

Part 2: Sample of interview questions to elicit students' opinions toward the collaborative CLIL teaching on the effect of their self-efficacy.

1. What do you think of your current English abilities?

2. Do you think the teaching methods and activities of the collaborative CLIL teaching can improve your reading abilities? If not, in what ways, should they be improved?
3. Do you think the teaching methods and activities of the collaborative CLIL teaching can improve your speaking abilities? If not, in what ways, should they be improved?
4. Do you think the teaching methods and activities of the collaborative CLIL teaching can improve your writing abilities? If not, in what ways, should they be improved?
5. Do you think the teaching methods and activities of the collaborative CLIL teaching can improve your listening abilities? If not, in what ways, should they be improved?
6. Do you feel more confident in using English language outside the classroom? Please elaborate.
7. What activities in this class that you feel most confident in using English in this class?
8. What are the obstacles in using English in this class?
9. Have you ever compared your English abilities with your peers in this class? Please elaborate.
10. Are you confident in using English in group work? Please elaborate.

APPENDIX K

RESEARCH INSTRUMENTS EVALUATION FORM

Directions: Please evaluate the attached research instruments, which will be used to collect data during the Collaborative CLIL teaching. Please mark (✓) in the column below to rate each item (1 = acceptable, 0 = weak, -1 = unacceptable) and add your suggestions or comments in the column after each item if you have any.

No.	Description	Rating			Suggestions or comments
		-1	0	1	
1.	Lesson plan				
1.1	The content is aligned to the course objectives.				
1.2	Course evaluation is appropriate.				
1.3	All topics in the outline of lesson plan are organized effectively.				
1.4	Content focus in the outline of lesson plan is appropriate and linked with the topics.				
1.5	Language focus in the outline of lesson plan is authentic and are commonly used in the PR field.				
1.6	Students' activities in the outline of lesson plan are appropriate and practical.				

1.7	Objectives in each sample lesson plan (Weeks 1-5) are relevant and consistent with the content of the lesson.				
1.8	Teaching materials and exercises in each sample lesson plan (Weeks 1-5) are appropriate and linked with the topics				
1.9	Stages of teaching in each sample lesson plan (Weeks 1-5) are appropriately sequenced.				
1.10	The time allotment for each instruction step (Weeks 1-5) is appropriate.				
2.	Pre-post-tests of content, specialized language, and awareness of professional culture				
2.1	Each test item allows students to demonstrate their knowledge.				
2.2	The number of test items is adequate and appropriate.				
2.3	All test items are well constructed and clear.				
2.4	The topics are aligned with the lessons.				
2.5	There are variety of test formats.				

2.6	Pre-post-tests reflect students' 4Cs (Content, Communication, Cognition, and Culture)				
2.7	The language used is at the right level for the students' current English proficiency.				
3	The first round of semi-structured interview questions to accompany pre-post tests				
3.1	The questions are clear and appropriate.				
3.2	The language used in all questions is at the right level for the students' current English proficiency.				
3.3	The questions are aligned with the interview's objective, which is to assess the current level of students' body knowledge of PR content, specialized language, cognition, and awareness of professional culture.				
3.4	The questions encourage students to answer in more detail.				
4	Observation form				

5.1	The template of observation form is appropriate, allowing all raters to check and add their additional comments.				
5.2	The directions are clear and easy to follow for co-raters.				
5.2	The rating scales (Never = 1, Rarely = 2, Most of the time = 3, Always = 4) are clear and appropriate.				
5.4	The checklists cover all important observable behaviors of students in online classroom.				
6.	Students' Weekly Learning Log				
6.1	The directions are clear and easy for students to follow.				
6.2	The language used in both questions is at the right level for the students' current English proficiency.				
6.3	Both questions encourage students to write effectively.				
6.4	Both questions are useful for students' reflection and promote students' learning.				
7	Students' evaluation questionnaire				

7.1	Description of questionnaire is well constructed and clear.				
7.2	Both English and Thai languages are clear and easy for students to understand.				
7.3	Information in Part 1 (Personal Information) is adequate for analysis.				
7.4	The use of four-points Likert's scales in Part 2 (Opinions toward collaborative CLIL teaching) and their associated meaning (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree) is clear and appropriate.				
7.5	The items in Part 2 cover all areas in collaborative CLIL teaching.				
7.6	Part 3 (Additional comments and suggestions) encourages students to comment in detail.				
8	The second round of semi-structured interview questions				
8.1	The questions in Part 1 are clear and appropriate.				

8.2	The language used in all questions in Part 1 is at the right level for the students' current English proficiency.				
8.3	The questions in Part 1 are aligned with the interview's objective, which is to assess the current level of students' body knowledge of PR content, specialized language, cognition, and awareness of professional culture.				
8.4	The questions in Part 1 encourage students to answer in detail.				
8.5	The questions in Part 2 are clear and appropriate.				
8.6	The questions in Part 2 are aligned with the interview's objective, which is to elicit students' opinions toward the collaborative CLIL teaching				
8.7	The questions in Part 2 encourage students to answer in detail.				
8.8	The questions in Part 3 are clear and appropriate.				
8.9	The questions in Part 2 are aligned with the interview's objective, which is to elicit				

	students' opinions toward the collaborative CLIL teaching on the effect of their self-efficacy.				
8.10	The questions in Part 2 encourage students to answer in detail.				

Additional comments:

Signature.....

Full name.....

Date:

APPENDIX L

SAMPLE RESPONSES FROM LOG ENTRIES

Log entries from the first class

Student A

1. What PR content, languages, and professional culture did you learn in class today? *

Advertising and public relations are different. The cost is different even if the amount of money is the same, but what is obtained is different.

2. Do you feel more confident using English in and outside the class? Please elaborate. *

I'm a little confident because I can hear you understand, but I can't say in order of sentences or in response.

Student B

1. What PR content, languages, and professional culture did you learn in class today? *

เรียนเกี่ยวกับการแนะนำประชาสัมพันธ์ ความหมายและความแตกต่างระหว่างการประชาสัมพันธ์และโฆษณา และการใช้ภาษาในการประชาสัมพันธ์ในงานที่ได้รับมอบหมาย

2. Do you feel more confident using English in and outside the class? Please elaborate. *

ดีขึ้นไม่มั่นใจในการใช้ภาษาอังกฤษ ทั้งการพูด อ่าน และเขียน เพราะดีขึ้นรู้สึกว่าภาษาอังกฤษเป็นภาษาที่อยากทั้งการพูด อ่าน และเขียน

Student C

1. What PR content, languages, and professional culture did you learn in class today? *

ฉันนี้เรียนเกี่ยวกับการประชาสัมพันธ์ อธิบายถึงความแตกต่างระหว่างการประชาสัมพันธ์ โฆษณา และวิธีการใช้ภาษาในการประชาสัมพันธ์ตามงานต่างๆ

2. Do you feel more confident using English in and outside the class? Please elaborate. *

ไม่มีมั่นใจอย่างมากครับ เพราะผมไม่ได้อังกฤษเลย

Student D

1. What PR content, languages, and professional culture did you learn in class today? *

เรียนเกี่ยวกับการแนะนำการประชาสัมพันธ์ความหมายและความแตกต่างระหว่างการประชาสัมพันธ์และการโฆษณา การใช้ภาษาในการประชาสัมพันธ์ในงานที่ได้รับมอบหมาย

2. Do you feel more confident using English in and outside the class? Please elaborate. *

ไม่มีความมั่นใจในการใช้ภาษาอังกฤษทั้งการพูดการเขียนหรือแม้จะเป็นแกรมม่า กลัวในการออกเสียงผิดหรือการพูดสำเนียงของเรา กลัวผู้ฟังไม่เข้าใจในสิ่งที่เราพูดบางที่ต้องใช้ภาษาภายในการสื่อให้คนต่างชาติเข้าใจ

Log entries from the last day of the course

Student A

1. What PR content, languages, and professional culture did you learn in class today? *

Present final project and practice speaking present in English.

2. Do you feel more confident using English in and outside the class? Please elaborate. If you are still not confident, what are the reasons that hold you back from using English? *

I am more confident in this class. Teacher is so kind to student that make me confident to using English, Thank you for great experience i will not stop to improve myself.

Student B

1. What PR content, languages, and professional culture did you learn in class today? *

Today I'm present our PR plan so I'm doesn't in class

2. Do you feel more confident using English in and outside the class? Please elaborate. If you are still not confident, what are the reasons that hold you back from using English? *

I feel confident now because I find many people who can't use English well and teacher who cheer me up before the class end

Student C

1. What PR content, languages, and professional culture did you learn in class today? *

I've learned a lot about the content of press releases and public relations.

2. Do you feel more confident using English in and outside the class? Please elaborate. If you are still not confident, what are the reasons that hold you back from using English? *

I feel more confident because I practice with my friend.

Student D

1. What PR content, languages, and professional culture did you learn in class today? *

Get to know your friend's promotional perspective.

2. Do you feel more confident using English in and outside the class? Please elaborate. If you are still not confident, what are the reasons that hold you back from using English? *

Confident in using English more because I use English more often.

APPENDIX M

SAMPLE STUDENTS' WORK

PR event planning

Student group A

Name of the event:	Sivia unisex Nude Color Lip Balm :Soft and moist color
Event date and time and activities	Wednesday 23 March 2022 10:00 Media Registration with coffee break 10:30 Media Welcome by MC 10:35 Opening speech 11:20 Q&A 11:40 Photo Session 12:00 Press Lunch
Possible questions	: Do you think this product will increase sales for the company? : What percentage is the company's cost of sales.? : How did your company come up with this product.? : When will your product be released to the market.? : What is the highlight of your product.? : How are your products better than competitors in the market.? : Does your product come in a variety of formats.?
Souvenir	pocket sized lipstick

Student group B

Name of the event:	Strem2Sea Launch: HELLO BEAUTIFUL SEA
Event date and time and activities	Tuesday 18 January 11.45 Press welcome and introduction 12.00 Press Lunch 13.00 Press Conference 'HELLO BEAUTY BEAUTIFUL SEA' 13.15 MC introduces the Strem2Sea 13.20 Speeches by unordinary Strem2Sea team 14.10 Q&A 14.45 "Hawaiian dancing & Fashion Show" 15.00 Photo Session 19.00 - 01.00 HELLO BEAUTY SEA party
Possible questions	1.Where do you think your product sales will go? 2.What made you start inventing Strem2Sea? 3. What is your inspiration? 4.What makes Strem2Sea different from other products? 5.Who is your target customer? 6.Will you have more products?
Souvenir	Handmade scented candle made from nature.

PR news headline writing

Student group A

Name of the product	Unisex Nude Color Lip Balm
Press release headlines	1.Must-Have SIVIA Lipstick Containing Natural Ingredients Available Now for All Genders 2.The Best Nourishing Lipstick Ever: SIVIA Unisex Nude Color Lip Balm 3.“Lipstick Unisex Nude Color Lip Balm” nominatedThe Most Popular Ever 4.unisex nude color lip balm lipstick nominated the number 1 sales of the year

Student group B

Name of the product	EcoStick Sunscreen Sport
Press release headlines	1.Stream2Sea launches 2022 APAC Beauty and Best Seller Skin Care 2.Sream2Sea launches Sunscreen For Face and Body SPF 35+ 3.Stream2Sea Wins '2022 New Brand Award' in Tmall Global Lady & Gentleman

Student group C

Name of the product	Samurai vs Zombies Defense
Press release headlines	1. Glu Games Inc. releases a new game standing in one of the top 5 most popular Samurai games 2. The new high-end samurai game "Samurai vs Zombies Defense" available now on Google Play Store and Apple Store! 3. Glu Games Inc. introduces a new samurai game featuring zombies

Student group D

Name of the product	Unisex Nude Color Lip Balm
Press release headlines	1. Sivea. releases a new product standing in one of the most popular products in 2022 of the year 2. SIVIA Unisex Nude Color Lip Balm – a new product that nourishing lips 3. Sivea-introduces a new unisex lipstick for women and men without animal testing

BIOGRAPHY

Name	Jenjira Jitpaiboon
Educational Attainment	2005: B.A. English Kasetsart University 2010 M.A. (English) Business English for International Communications Srinakharinwirot University

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