

การรับรู้ของนิสิตต่อการจัดการเรียนรู้แบบบูรณาการเนื้อหาและภาษาด้วย หนังสือเรียนภาษาอังกฤษเฉพาะทาง: ภาษาอังกฤษสำหรับผู้นำทัวร์

Learners' Perception of CLIL Approach on an ESP Textbook: English for Tourist Guides

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การจัดการเรียนรู้แบบบูรณาการเนื้อหาและภาษา หรือ CLIL คือแนวทางการเรียนการสอนภาษาที่เน้นวิชาความรู้และความสามารถในการใช้ภาษาต่างประเทศ โดยนำเสนอเนื้อหาจากสังคมที่ผู้เรียนคุ้นเคยเพื่อเพิ่มพูนทักษะในการสื่อสาร การศึกษานี้มุ่งศึกษาการรับรู้ของผู้เรียนต่อแนวทาง CLIL จากหนังสือเรียน “ภาษาอังกฤษสำหรับผู้นำทัวร์” และต้องการทราบว่าประสบการณ์การฝึกงานของผู้เรียนส่งผลต่อการรับรู้ของผู้เรียนหรือไม่ กลุ่มตัวอย่างคือ นิสิตชั้นปีที่ 3 และ 4 จำนวน 56 คน ของมหาวิทยาลัยแห่งหนึ่งในภาคกลาง ที่เรียนวิชา ภาษาอังกฤษสำหรับประเพณีและวัฒนธรรมไทย ดำเนินการเก็บข้อมูลโดยใช้แบบสอบถามที่ดัดแปลงมาจาก López-Medina (2021) สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือค่าเฉลี่ย ผลการวิจัย พบว่า เมื่อพิจารณาตามแนวทาง CLIL ผู้เรียนเห็นว่าหนังสือเรียนอยู่ในระดับดี ทั้งด้านของโครงสร้าง (ค่าเฉลี่ย=51.79) ชุดสื่อการสอนเสริมบทเรียน (ค่าเฉลี่ย=44.64) และคุณสมบัติทางกายภาพและคุณสมบัติ (ค่าเฉลี่ย=39.29) ในการจัดการเรียนรู้แบบบูรณาการเนื้อหาและภาษา 4 ด้าน (4Cs) อันได้แก่ เนื้อหา (ค่าเฉลี่ย=40.33) การสื่อสาร (ค่าเฉลี่ย=40.48) ความรู้ความเข้าใจ (ค่าเฉลี่ย=40.28) และวัฒนธรรม (44.13) ตามลำดับ ผู้เรียนเห็นว่าทั้ง 4 ด้านอยู่ในระดับดี ในด้านการบูรณาการทางภาษา ผู้เรียนเห็นว่า ภาษาในหนังสือเรียน (ค่าเฉลี่ย=49.01) และการบูรณาการ (ค่าเฉลี่ย=55.36) อยู่ในระดับดี

คำสำคัญ: ภาษาอังกฤษสำหรับผู้นำทัวร์, การจัดการเรียนรู้แบบบูรณาการเนื้อหาและภาษา, หนังสือเรียนภาษาอังกฤษเฉพาะทาง, การท่องเที่ยว

Abstract

Content and Language Integrated Learning or CLIL is a language teaching and learning approach focusing on subject knowledge and competencies in a foreign language. The approach creates familiar content for students to step up their communicative skills from what their environment offers to them. This study investigates 1) university students' perception on the CLIL approach in the English for Tourist Guides textbook, and 2) examines the effect of their internship experience on their perception. Respondents were 56 students who studied English for Tradition and Culture of Thailand course at the university at the research site. The

research tool is a questionnaire adopted from López-Medina (2021) for the CLIL textbook, and means is applied for data analysis. Results revealed that the students perceived their textbook good for the CLIL approach; particularly the structure, supplementary materials, and physical and utilitarian features were at good levels by means of 51.79, 44.64, and 39.29, respectively. Concerning the 4Cs curriculum that consisted of content, communication, cognition, and culture, the students agreed that the four factors are at good levels by means of 40.33, 40.48, 40.28, and 44.13, respectively. This applied to the level of integrated language by means of 49.01, and 55.36 for integration.

Keywords: English for Tourist Guides, CLIL, ESP textbook, Tourism

Introduction

Bank of Thailand asserts that tourism is still the economic engine of the country, accounting for 11% of the country's GDP, even though Thailand and the globe encountered COVID pandemic era in the last few years (Surawattananon et al, 2021). This signals educational institutions to get students ready to serve the sector after the rising of the country's economic growth. The universities in Thailand generally offer courses related to tourism such as English for Tour Guides, English for Tourism, or English for Tourists Guides to enable students to become labors in the tourism industry. Some of the courses' materials or textbooks are sold by well-known commercial publishers; however, some textbooks are generated from the effort of teachers who take responsibility for those courses. It is not surprising that there are fewer locally published textbooks than commercial ready-made ones. Luckily, a Thai author is composing a textbook called *English for Tourists Guides* which is quite popular among teachers who are responsible for courses related to tourism. The textbook design conforms to the initial concept of CLIL which emphasizes educational transformation in the 21st century based on the European Commission in 1994 defining it as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (EuroCLIL, 1994). Therefore, CLIL can be used as a route towards social and economic development rather than a tool for improving language proficiency due to the fact that European Commission foresees an increasing workforce equipped with skills for surviving in the globalized world and suggests curriculum for training them in practical skills (e.g. digital/ICT literacy, core content knowledge, creativity, critical thinking, cultural competence, life skills, job skills) which CLIL can meet the requirements (Coyle, Hood & Marsh, 2010). Marsh (2013) also points out that "the recommended key competences for lifelong learning concern communication in the first and additional languages; mathematical, scientific and technological competences; digital competences; learning skills; interpersonal, intercultural and social competences; entrepreneurship; and cultural adaptability" (p. 400).

Regarding students as the major stakeholder in the classroom, this raises the question of whether the students know if the textbook they have learned is efficient enough to sharpen and prepare them for their future career skills. This study aims to examine students' perception towards the CLIL approach applied in the *English for Tourist Guides* textbook. Moreover, it seeks to find out whether the fourth-year students, with trainee experience, significantly perceive the CLIL approach in the textbook differently from the third-year students who had no experience in the field.

Purposes

To investigate students' perception towards the CLIL approach applied in the *English for Tourist Guides* textbook.

Benefits of Research

To meet students' desired learning, this evaluation could indicate some important facts for teachers to provide more content-based opportunities to their students.

Introduction

What is CLIL?

Content and Language Integrated Learning or CLIL is a dual-focused language teaching and learning approach (Coyle, 2005; Mehisto, 2012) which is growing its popularity in the 21st century due to the advent of increasing bilingual and plurilingual students (López-Medina, 2021). In other words, students should acquire both "subject knowledge and competencies as well as skills and competencies in the foreign language" (Ioannou Georgiu, 2012, p. 495). Biçaku (2011) notes that CLIL can be an approach for bilingual and multilingual students in the globalized world which can be considered as an investment for students taught by the approach and teachers enabled to teach with the approach. The approach provides meaningful authentic content to students to acquire and foster them in long-term memory (Biçaku, 2011) unconsciously and naturally. Mehisto, Marsh and Frigols (2008) claim that CLIL is the ultimate communicative methodology that helps develop students' capabilities to acquire knowledge and skills through cognitive processes and encourages them to learn language skills through multiple forms of activities.

Coyle (2005) proposes the 4Cs curriculum as guiding principles namely Content, Communication, Cognition, and Culture as equal and balanced curriculum reference points. Biçaku (2011) summarizes each element as follows.

- Content-Progression in knowledge, skills, and understanding related to specific elements of a defined curriculum
- Communication-Using language to learn whilst learning to use language

- Cognition-Developing thinking skills that link concept formation (abstract and concrete), understanding, and language
- Culture-Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self (p.3823)

Furthermore, Coyle (2005) advocates that the four skills must be applied in CLIL lessons because listening and reading skills are the sources of input that should be vital and meaningful. Writing should be lexical activities through which grammar is recycled. Speaking emphasizes fluency rather than accuracy.

CLIL materials for English for Specific Purposes course

Yang (2020) indicates that English for Specific Purposes or ESP is the teaching and learning of a foreign language while CLIL pays more attention to content. However, ESP has moved closer to the notion of CLIL since university students expect to learn content knowledge in their language courses (Yang, 2020). This is the reason why CLIL is defined as an integrated ESP model. Unfortunately, many researchers agree that there is a dearth of appropriate CLIL materials (Yang, 2019, 2020; Coyle, Hood and Marsh, 2010; López-Medina, 2021; Morton, 2013). For an easy-to-see case, Sompakdee & Danthivath (2020) reveal the lack of English-speaking Thai tour guides in Khmer sanctuaries which are a type of many popular attractions in the northeastern part of Thailand. The limitation is mainly dependent on insufficient English skills in Khmer site topics and specific Khmer historical knowledge even though a number of Thai-speaking tour guides with special Khmer knowledge are found. Coyle, Hood, and Marsh (2010) state that “in contrast to the vast English Language teaching coursebook and resource market, there are very few ready-made CLIL materials available” (p. 86). This might be the reason why teachers need to develop their own CLIL materials from scratch and adapt authentic sources without any modifications to match their teaching purposes (Moore & Lorenzo, 2007). In Ukraine, Goncharova, Lazebna, and Kotvytska (2021) achieve a positive result with their CLIL materials for tourism students’ multicultural competence development. After a year of this experimental study, the students’ theoretical knowledge, practical skills, and intercultural communication increased. In Thailand, Intarachot (2017) find the same result with grade 12 students as the CLIC approach experimented for a semester. Latest in Malaysia, an application of CLIL for military undergraduates in an academic writing program also repeats the positive outcome of the CLIL approach with content comprehension, communicative effectiveness, and linguistic skills (Amalanathan et al, 2022). Nonetheless, authentic sources in locally developed textbooks might not have proper content and language design (Yang, 2018) which results in “not cognitively engaging or connected to the local context because they are intended to cater to a wide range of educational settings” (Yang, 2020, p.72). Therefore, the effort of CLIL practitioners is essential to consider culture and curriculum which are appropriate for local contexts (Coyle et al, 2010). As to Ennis (2021), the need for CLIL with specific local contexts is reconfirmed for practitioners’ living and job

security as a way to blend themselves happily with the English for tourism along with the focus on the needs of many stakeholders in the industry. Due to authenticity, Moore and Lorenzo (2007) suggest adapting authentic materials for CLIL classrooms should include discursified texts as input in the materials instead of simplified or elaborated ones which do not foster language learning. Discursification indicates that texts are adapted from a global perspective to students and provide them to learn with models of pedagogic discourse through rhetorical questions, parenthetical information, statements of writerly attitude (stance), explicit evaluation, and hedge (Moore & Lorenzo, 2007). In addition, activities in the materials should move from lower-order thinking skills (remembering, understanding, or identifying) to higher-order thinking skills (analyzing, evaluating, or creating) to scaffold cognitive development (Banegas, 2017) as shown in the figure below.

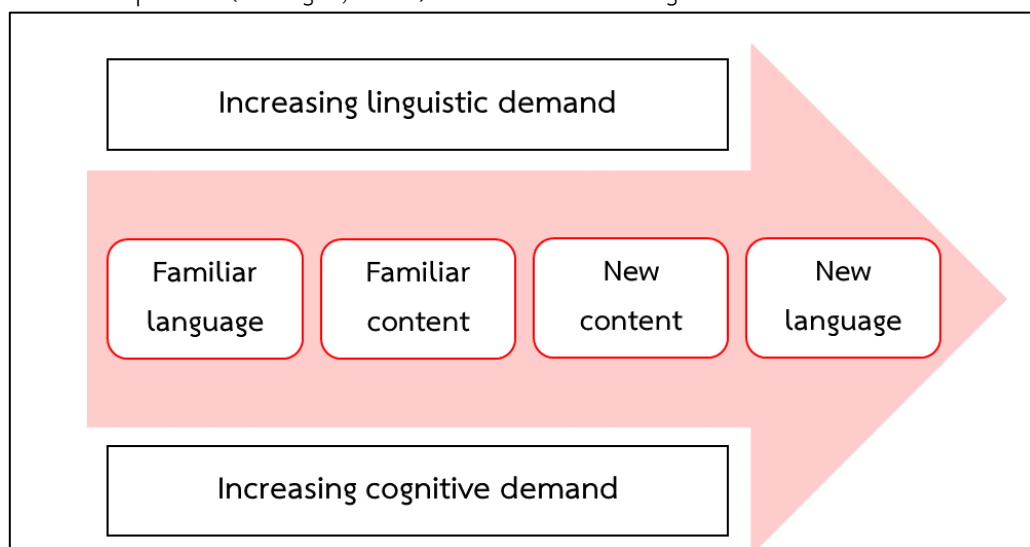


Figure 1 CLIL lesson framework adapted from Mohan (1994) and Banegas (2017)

Banegas (2017) describes Mohan's (1994) framework concerning cognitive development to keep a balance between content and language components. The framework can support teachers to organize sources and activities as coherent proposals for learning so that students can engage in lessons and classrooms. Although CLIL materials become the outcome resulting from the integration of learner involvement, motivation, and cognitive development (Ball et al., 2019; Biçaku, 2011), they become the demand of teachers' workload (Morton, 2013). This results in business profits for publishers to produce commercial textbooks which might not be appropriate for the age and background knowledge of learners, might not fit for learners' purposes or might lack the desired balance of content, communication, cognition, and culture (Morton, 2013). However, an approach to the desired balance is more identified as Jocuns (2018) finds supportive contexts in the part of tourism economy with learners' positive perception of the status of Thai English can be the nexus of practice to the CLIL focus. So, matching up the local perception to the true situations and problems of how English in Thai tourism is used might be needed.

Methodology

Population and Sample

Respondents of the study were 56 students who took the English for Tradition and Culture of Thailand course during the semester. They were 44 females and 12 males. Eight out of them were 26 fourth-year students who had an internship experience in tourism from different entrepreneurs during the 2022 summer. The rest were 30 third-year students having no internship experience. However, all of them share the same experience with the textbook called “*English for Tourist Guides*” written by a Thai author and distributed for several editions. The textbook is designed to describe tourist attractions in Thailand, and it includes all the characteristics of CLIL lesson as Prasansaph (2019, p.41) proposes as follows:

- integrate language and skills, both receptive and productive skills;
- lessons are often based on reading or listening to texts/passages;
- the language focus in a lesson does not consider structural grading;
- language is functional and dictated by the context of subjects;
- language is approached lexically rather than grammatically;
- learner styles should be considered in task types.

Data collection and instrument

The questionnaire was the only research instrument employed for data collection. This questionnaire was adopted from López-Medina’s (2021) tentative checklist for the CLIL textbook which was validated and considered by the researchers and educators in this study. The questionnaire was translated into Thai and repeatedly validated by three experts to ensure that the respondents understand each item as much as they can. The topics in the questionnaire consist of general characteristics of the textbook, contents, cognition, communication, culture, language, and integration. To elaborate, the Likert scale from 0-4 represents the students’ agreement with a subject matter on the right column, (4=Excellent, 3=Good, 2=Adequate, 1= Weak, and 0=Totally lacking) about 7 main topics.

Data Analysis

The collected data was statistically calculated to find out average or mean values from the Likert scale showing the respondents’ agreement ranged from 0 to 4; that is 4=excellent, 3=good, 2=adequate, 1= weak, and 0=totally lacking.

Respondents

The respondents were 56 university students who studied the subject “English for Tradition and Culture of Thailand” during the time of the research study. They were 44 females and 12 males. There were 26 students in year 4, just 8 students had an internship experience in tourism jobs with different entrepreneurs in the 2022 summer, and 30 students in year 3 did not have internship experience.

All respondents used the book entitled “*English for Tourist Guides*” by Lertporn Parasakul as a course book throughout the study.

Findings

The results showed that overall, the students perceived the textbook satisfying at a good level. In general, the findings indicated 1) structure was good by means of 39.29, 2) supplementary materials were good by means of 30.95, and 3) physical and utilitarian features were good by means of 31.55, as shown in Figure 2. In addition, findings of the students' perception on content, cognition, communication, culture, language, and integration were good by means of 44.93 as illustrated in Figure 3 below.

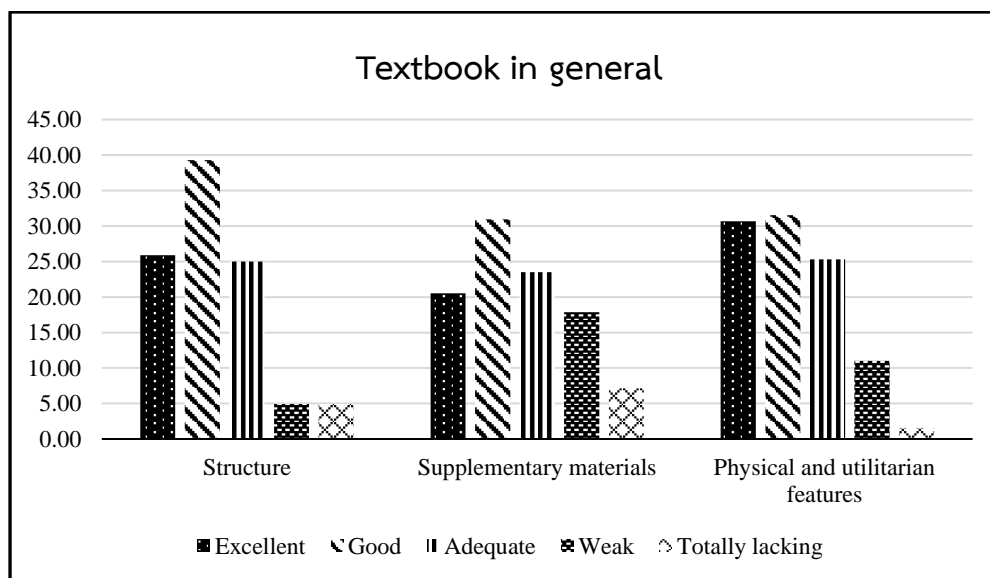


Figure 2 General

As shown in Figure 1, for criteria in A. structure, all respondents consented to good with the structure of the book, including the objective, the organization, and the summary, by means of 51.79, 44.64, and 39.29 respectively. They were satisfied with the topic “self-evaluation” at the end of the modules as adequate at the highest level (35.71).

For B. supplementary materials, including the complete resource pack, guidance for content teachers teaching through L2, and the appropriate supplementary materials for under-/over-achievers, the students were satisfied with the highest level of good by means of 42.86, 35.71, and 30.36 respectively. For the variety of ICT resources, they were satisfied with the highest level of adequate by means of 32.14. A similar agreement could be found in the useful resource pack for the parents helping with homework at the level of good and weak, 25. Moreover, they were satisfied with the online activities to promote autonomous learning at the level of good and adequate by means of 23.21.

In C. physical and utilitarian features, it should be noted that there are 57.14 and 48.21 of the students satisfied with cost-efficiency and durability, respectively. Most of the students had the highest level of good quality both in editing and publishing and were easily available

by means of 39.29, and the layout was attractive at 35.71. They had the level of adequate that this book contained enough visual aids; pictures, diagrams, tables, etc. at 37.50.

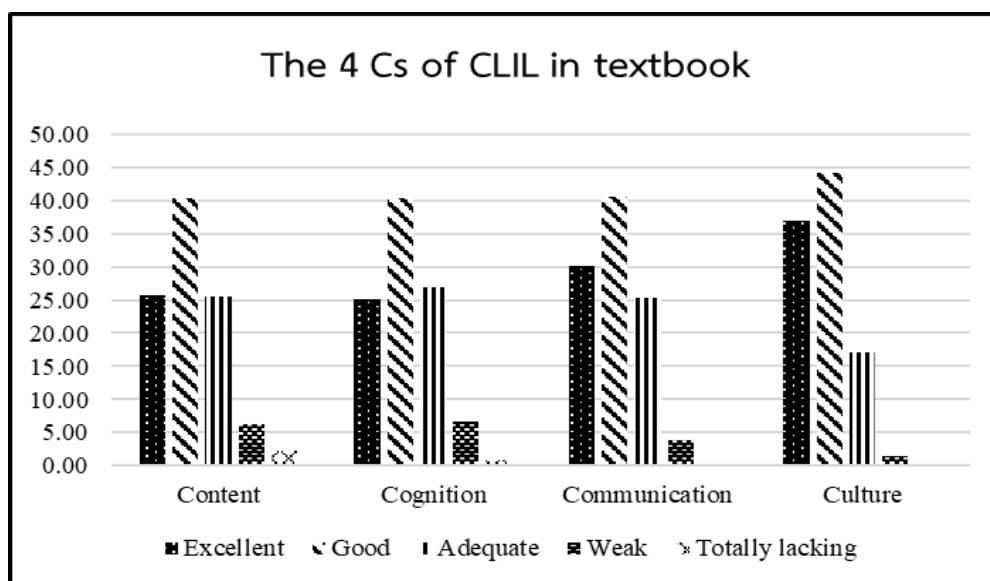


Figure 3 The 4Cs of CLIL

Figure 3 shows that most students perceived the content of this book good. They were the appropriate content for the student's age and the relevant content to students' experiences by means of 50, the contents of the curriculum coverage at 48.21, the sequences flexibility at 42.86, three topics equally were at 41.07 in the specific learning outcomes. Moreover, the adequate content activities suggested for practicing, and the usage of authentic material at an appropriate level, guiding teachers for extra activities in extension. Furthermore, this guided teachers for extra activities for reinforcement by means of 37.50, both the support to simplify content and the variety of activities suggested for practicing were 35.71, and the functional visual content was at 33.93. In addition, this point could be added to "a variety of the activities suggested for practicing. It was the level of adequate" (41.07).

It was clear from the data that the most results of the checklist for the textbooks in cognition were the level of good: the relevance of written work to structures and vocabulary practiced orally was 50, the appropriate activities for content were at 46.43, both the needs of different learning styles and HOTS and LOTS in the unit were 42.86, activating strategies previous knowledge (41.07), activities regarding the projects (39.29), challenging activities (33.93). The students were adequate in that this book allowed breaking down tasks/activities to make them more manageable (46.43), and the activities from it helped to motivate (37.50).

As revealed from the communication topic, most students perceived that the activities from this book enabled them to use the L2 outside the classroom situations at the level of excellent, 44.64. Moreover, the students indicated the level of good that the instructions were straightforward, 50, the book provided support to simplify language, 48.21, the activities in the

book encouraged teacher-student and student-student communication, 44.64, and the activities in the book promoted interaction, 37.50. The highest level of the students' attitude in communication topics that was adequate in the activities was balanced between individual response, pair work, and group work, 32.14.

Concerning student perspectives on culture in this book, the results show that the content involving culture-specific items was perceived at the highest level by means of 51.79. The highest level of good could be the guidance for students in developing cultural awareness, by means of 51.79, the relevant content to the socio-cultural environment and the visuals related to the students' own culture were the same (means=46.43), the relative content to the learners' culture and environment, (means=44.64), cultural awareness and sensitivity, (means=42.86), and non-stereotypical images in content by means of 41.07.

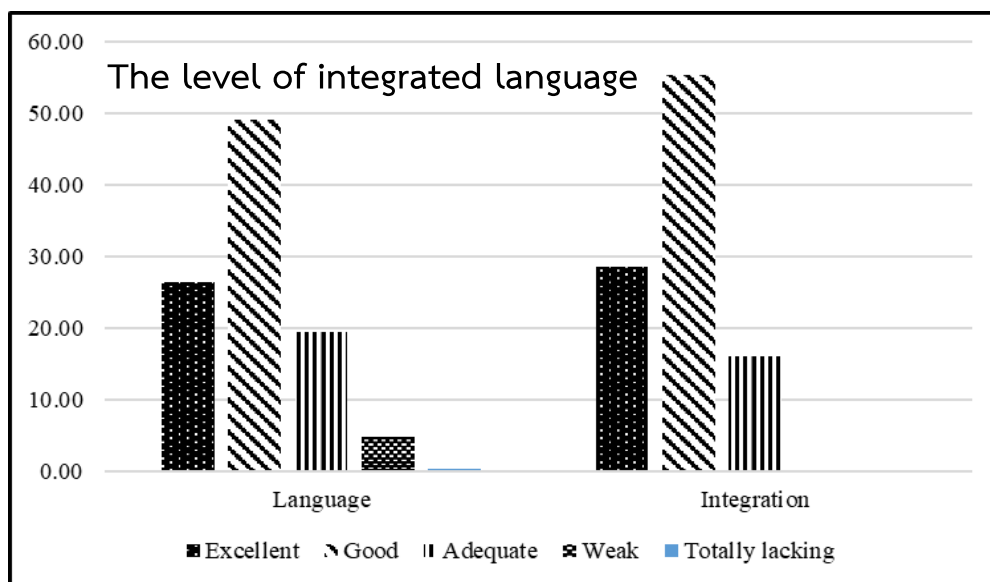


Figure 4 The level of integrated language

Figure 4 above shows findings in language use in this book, this reveals that most of the students expressed their preference in a good level, including the proficiency level of L2, by means of 60.71, the appropriate sequencing of vocabulary (re-entry) by means of 57.14, the guidance in the presentation of vocabulary by means of 53.57, the appropriate sequencing of vocabulary (load) by means of 55.36, the four equal items were at 46.43: the authentic language, the appropriate of vocabulary in contexts and situations, the appropriate length of texts to the students' L2 level, and the practical in guidance for composition in early stages, and the suggested aids for pronunciation, 28.57.

In the last main topic: integration, when the students were pushed to get messages consistent with the principles of CLIL, they were good at an average of 55.36.

Discussion

The results of this study indicate that most of the students realized the textbook aligned with the CLIL structure as Ioannou Georgiu (2012) suggested that there should be knowledge of those subject competencies as well as skills and competencies of the language they were learning. Nonetheless, some of the respondents agreed that the textbook had a lack of a variety of activities to foster and motivate students' language proficiency development. In accordance with the framework adapted from Mohan (1986) and Banegas (2017) in the review of literature, findings indicated that the textbook conformed to the framework. This might be because the textbook was related to Thai culture and tradition. Thus, the students were familiar with it; only the textbook provides content in a new language and knowledge context through what they were accustomed to. In addition, the students could perceive the authenticity of the textbook which was one of the required features of CLIL material (Moore & Lorenzo, 2007). Students will be able to practice English better if they have a positive attitude towards Thai English, and they are supported to use it in their reality to earn a living, especially in tourism (Ennis, 2021; Jocuns, 2018). It is seen that we are in a globalized era where learners are required to gain both job skills and life skills. If Thailand views that tourism or labor from other sectors will still be able to drive the country's economy, the government should promote integrated learning resulting in learners' lifelong learning and professional development instead of the conventional approach conducted for so long. Consequently, education must encourage teachers to create lessons to equip students with essential competencies for lifelong learning such as digital competencies, learning skills, interpersonal, intercultural, and social competencies, entrepreneurship, and cultural adaptability through courses provided by educational institutions and CLIL is possibly one of the alternative approaches to acquiring the accomplishment.

Conclusion

In brief, the study sheds light on how Thai students reflect on the textbook written by a teacher who knows how to integrate Thai culture into the subject that involves English in tourism. The results of the study indicate that the students realize what they are studying and the content they are learning. Even though the 4Cs curriculum is good enough, some local and specific content is needed for the students to step up their knowledge and broaden job opportunities in the tourism industry.

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